DOCUMENT RESUME

ED 403 401 CE 073 222

AUTHOR	Owens, Thomas R.
TITLE	Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS AGENCY	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	Jun 95
NOTE	120p.; For volumes I-II, see CE 073 220-221.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Education; Career Development; *Career Education; Case Studies; Cooperative Programs; *Educational Practices; *Education Work Relationship; Integrated Curriculum; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS	*Washington

ABSTRACT

An evaluation study was conducted to determine the impact of the Washington state legislature's 3-year investment of $2.55 million in a School-to-Work Transition Program (STW). The key components of the evaluation consist of a written survey of the 33 STW coordinators in the state, case study visits to 10 communities throughout the state engaged in STW, and data from 5,489 11th grade students in the fall of 1994 from 23 high schools in 11 districts. This final evaluation included the following activities: the 10 case studies; reactions to the case study process by school-to-work coordinators and team members; state assessment data for 23 high schools in the 10 case-study communities; and futures scenarios to create a flavor of what a comprehensive STW might look like from a student perspective. The study found that a total of 45,718 secondary students in the state are involved in STW activities as a result of state funding. The following strengths of the program were identified: embedding STW goals into the overall mission and goals of the district; integrating STW funds; getting academic as well as vocational teachers involved in the program; identifying and meeting staff development needs; and hiring competent STW coordinators. Recommendations were made for improvements in communications, integration with other programs, articulation, integrating curriculum; curriculum development and sharing, comprehensive evaluation, and student involvement. (Appendixes---more than half the document--contain abstracts of 44 STW programs.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 401

The Northwest Regional Educational Laboratory

RESEARCH REPORT

WASHINGTON STATE SCHOOL-TO-WORK EVALUATION

VOLUME III: FINAL EVALUATION REPORT

June 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Kirkpatrick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

CE 073 222

BEST COPY AVAILABLE

WASHINGTON STATE
SCHOOL-TO-WORK EVALUATION

VOLUME III: FINAL EVALUATION REPORT

Prepared by

Thomas R. Owens, Senior Associate

Submitted by

Education and Work Program
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204

June 1995

ACKNOWLEDGMENTS

We wish to thank Tom Lopp, director of School-to-Work from the Office of the Superintendent of Public Instruction for initiating and maintaining contact with NWREL on this study, encouraging us to expand the number of case studies from four to 10, and facilitating the logistics required to implement the Washington School-to-Work investment and the conduct of this study. We extend our thanks to Judith A. Billings, State Superintendent of Public Instruction and John Pearson, Deputy Superintendent of Instructional Programs, for their support and leadership. We also appreciate the support we have received from Duncan MacQuarrie, coordinator of the State Assessment, for the student data he provided us from the high schools participating in the case study.

Guidance for the design and implementation of this evaluation was provided by a statewide evaluation advisory committee. We wish to thank the following people for their participation on this committee: Mike Appleby, Tacoma School District; Marilyn Ash, Bethel Public Schools; Chuck Bailey, Washington Labor Council; Mike Bjur, Evergreen School District; Tom Dooley, Association of Washington Business; Randy Dorn, then a member of the House of Representatives; Mike Henderson, House of Representatives Staff; Mike Hickman, Elma School District; Tom Lopp, Office of Superintendent of Public Instruction; Gil Mendoza, Tacoma School District; Ron Munkres, Sumner School District; Mike Pearson, Central Valley School District; Kathy Proctor, Grand Coulee Dam School District; Cheryl Regnier, Central Valley School District; and Joyce L. Stubbs, Davenport School District.

We are grateful to the people mentioned here for the part they played in planning and carrying out the case studies. The initial design and set of guide questions for the case studies was reviewed by the evaluation advisory team. Prior to the site visits, a feasibility study was conducted to determine what types of data would likely be available and to refine our questions for practitioners. A half-day visit was scheduled November 29 and 30 to each of three School-to-Work sites: Elma School District (a first-year funded site), Puyallup School District (a second-year funded site), and Bethel School District (a third-year funded site). Each site visit was conducted by a team of people consisting of representatives from labor (Chuck Bailey), the legislature (Randy Dorn and Mike Henderson), the Office of the Superintendent of Public Instruction (Tom Lopp), and the Northwest Regional Educational Laboratory (Larry McClure and Tom Owens). Illness forced a business representative (Tom Dooley) to cancel his participation. The School-to-Work coordinators at these three sites (Mike Hickman, Karen Hansen, and Marilyn Ash) did a stellar job in preparing for our visits on very short notice.

Likewise, the 10 School-to-Work contact persons at the sites we visited played a critical role in reviewing site abstracts, providing us with background data, scheduling key players for us to visit, arranging for student interviews and classroom observations, and providing space for the study teams to meet during the two days on site. They are Marilyn Ash

(Bethel), Jill Carpenter (Columbia River School-to-Work Consortium), Shawn Regan (Wenatchee), Susan Garrett (Camas), Ian Grabenhorst (Goldendale), Fern Miller (Issaquah), Ron Munkres (Sumner), Mike Pearson (Central Valley), Kathy Proctor (Grand Coulee Dam), and Dennis Young (Methow Valley).

An experienced NWREL educator planned and managed each site visit. These team leaders (Roy Kruger, Francie Lindner, Larry McClure, Bruce Miller, Tom Owens, Changhua Wang, Kim Yap) coordinated with their team members, collected and synthesized initial findings, wrote draft chapters, had them reviewed by their teammates, and revised them based on this feedback.

Back in the NWREL office Karen Kudej prepared the necessary correspondence with the field, Steve Funk-Tracy handled the data analysis, and Catherine Paglin and Dennis Wakeland assisted with the report writing and editing.

TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

EXECUTIVE SUMMARY 1

WASHINGTON SCHOOL-TO-WORK FINAL EVALUATION REPORT 11
- School-to-Work 11
- NWREL Evaluation 13
- Implementation Survey 14
- Case Study Findings 17
- Integrating Vocational and Academic Learning 20
- Educational Pathways 21
- Counseling and Career Development 22
- Student Learning and Assessment 23
- Partnerships with Businesses and Other Community Organizations 23
- Active Participation of Educators 24
- Reactions to the Case Study Process 25
- State Assessment Data 26
- Future Scenarios 30
- Conclusions and Recommendations 39

APPENDICES

A Washington School-to-Work Sites: Program Abstracts 43

B School-to-Work Coordinators' Evaluation 99

C Site Team Member Evaluation 105

LIST OF TABLES

Table 1	Key Evaluation Questions and Data Collection Strategies	13
Table 2	Percentage of Sites Reporting Implementation of Key School-to-Work Elements	15
Table 3	11th Grade Student Basic Skills Test Scores	26
Table 4	Student Absences for 1993-94	26
Table 5	Percentage of Students Satisfied with Various Aspects of School	27
Table 6	Aspiration Levels of 11th Grade Students	27
Table 7	Student Reported Grade Point Coverage	28
Table 8	Present High School Program Identified by Students	28
Table 9	Percentage of Students Participating in Selected Courses	29

EXECUTIVE SUMMARY

Introduction

This third and final evaluation report describes: 1) the Washington state School-to-Work Transition Program, 2) the purposes and methodology for the external evaluation conducted by the Northwest Regional Educational Laboratory (NWREL), 3) the instruments used and summary of findings from the implementation survey, 4) procedures used and findings from the 10 case studies, 5) reactions to the case study process by School-to-Work coordinators and team members, 6) findings from the state assessment data for 23 high schools in the 10 case study communities, 7) futures scenarios, and 8) conclusions and recommendations.

Volume 1 of the evaluation, prepared in January 1995, provides a brief description of the Washington state School-to-Work Transition Program, the plan for external evaluation being conducted by the Northwest Regional Educational Laboratory (NWREL), the written implementation survey that was completed by all School-to-Work coordinators, and the survey findings.

Volume 2 of the evaluation, prepared May 1995, describes the case study methodology used in 10 case studies of School-to-Work programs conducted in Washington, the findings from each case study, a synthesis across the 10 sites, and a profile of each of the 45 School-to-Work programs funded in Washington.

1. School-to-Work

For the 1993-95 biennium, the Washington state legislature appropriated $2.55 million to support secondary schools that have now begun to implement School-to-Work transition programs. These School-to-Work programs must respond to student needs and provide multiple, educational pathway options for secondary students. Pathways should prepare students to demonstrate both core competencies common for all students and competencies in a career or interest area, integrate academic and vocational education into a single curriculum, provide both classroom and workplace experience, and enable students to explore traditional and nontraditional career opportunities.

The legislature is now interested in determining how the funds have been used and their impacts. As a result, the Office of the Superintendent of Public Instruction arranged through the State Board for Community and Technical Colleges to contract with NWREL to conduct the School-to-Work evaluation.

2. NWREL Evaluation

The evaluation was intended to: 1) aid in the understanding and operation of projects funded by the Washington Superintendent of Public Instruction, 2) document the impact of the projects on students, and 3) provide useful information to the legislature and policy makers regarding continued funding of School-to-Work efforts. This evaluation provided

baseline data from which to measure future progress in School-to-Work as well as input to guide policy makers and program administrators. The key components of the evaluation consist of a written survey of the School-to-Work coordinators, case study site visits to 10 communities throughout the state that are engaged in School-to-Work, and an analysis of student data supplied from the state assessment program for 11th grade students in the 10 case study communities.

To assist in managing the evaluation, a Washington Evaluation Advisory Team was formed. It was composed of secondary and postsecondary educators and representatives of business, industry, labor, the legislature and government. This team met to review the draft evaluation design and reviewed draft reports and recommendations.

3. Implementation Survey

A written School-to-Work implementation survey was developed by NWREL and completed by each of the 33 School-to-Work coordinators throughout Washington. The 33 reporting units are usually school districts; although some, like the Columbia River School-to-Work Consortium, include several districts. We felt pleased with the 100 percent response rate and appreciated the cooperation of these coordinators. The 100 percent response rate reflects the value coordinators see in the meaningful collection of program information. The first part of the survey consisted of ratings of the stage of implementation of each site on key elements of the essential components of Washington's School-to-Work program. These components, as identified by the state, are: 1) integration of vocational and academic learning, 2) multiple flexible education pathways, 3) vocational, personal, and academic guidance and counseling, 4) student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning, 5) partnerships with local employers, labor unions, and other community organizations, and 6) active participation of educators. Part II of the survey identified 27 specific School-to-Work activities, for which coordinators determined the number of schools, students, community organizations, and community members involved with each. It also identified the types of assistance given by employers and provided for an estimate of the percent of School-to-Work funds spent in various areas. Washington may now be the first state in the United States to have figures on the number of students actually involved in specific School-to-Work activities.

The survey results indicate School-to-Work coordinators noted significant progress in the stages of implementation before and after state School-to-Work funding on each of these six dimensions. For example, prior to School-to-Work funding, only 33 percent of the coordinators reported their consortia as having started integrating vocational and academic learning, whereas after School-to-Work funding, 88 percent reported implementation in this area.

The percentage of sites involved in various School-to-Work activities varies widely by the type of activity. Some activities, such as guest speakers and career explorations, are being used in all consortia, while the apprenticeship concept is the focus of a Clark County consortium. Based on this survey, we now know the actual number of schools, students, employers, and organizations involved in various School-to-Work activities. For example, the state has at least 28,554 students from 111 schools involved in career explorations. At least 582 businesses and 1,369 employers are active in these explorations.

Across the state, School-to-Work coordinators reported a total of 45,718 students at the secondary grade levels as participating in School-to-Work. This represents 51 percent of the students in grades 7–12. The percent of students participating at the 11th grade is significantly lower than at the other grade levels. Part of this is because some School-to-Work elements, such as career pathways, have started in grades 9 or 10 and have not yet expanded to the higher grade levels, while seniors continue to participate in senior projects and experiences to prepare them for after graduation.

Businesses are reported to be most active in offering career explorations and assisting in curriculum development (reported by 88 percent of the consortia) and less active in releasing employees to teach classes in schools (33 percent). The five primary uses schools are making of School-to-Work funds (in order of use) are: staff development, purchasing equipment or materials, curriculum development, general administration of projects, and providing release time for teachers to plan and work together.

Based on data from this survey of School-to-Work coordinators, the following summary statements can be made:

1. A total of 45,718 secondary school students in Washington are reported to be involved in School-to-Work activities as a result of the state funding. The largest number of students are involved in career exploration and in listening to guest speakers.

2. Progress is being made in implementing the core elements of School-to-Work as a result of state funding. For all six core elements, such as integration of academic and vocational learning, there is significant increase in implementation reported by the School-to-Work site coordinators.

3. Business and industry are active partners and are frequently involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes.

4. School-to-Work funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of the projects. Additional funds are being obtained from Tech Prep and from other district and state sources.

5. The findings from this survey present an excellent baseline for measuring growth in future years. The next interim report will contain findings from the 10 case study site visits. Both sets of data will be synthesized in the final report and policy recommendations will be presented.

4. Case Study Findings

While written surveys are useful in obtaining some data, such as the judgments of School-to-Work coordinators regarding the status of their programs and the number of students and community people involved in various School-to-Work activities, they do not provide a rich understanding of what is actually occurring in these communities. Thus, case studies were designed to provide an in-depth view of 10 School-to-Work sites across the state. Each site visit took two days and involved a team of two to four people led by a NWREL staff person as the team coordinator. Other volunteer members of the study teams involved business, labor, and education leaders.

The sites visited were Bethel, Camas, Central Valley, Columbia River School-to-Work Consortium (Clark County), Goldendale, Grand Coulee, Issaquah, Methow Valley, Sumner, and Wenatchee. These sites were selected to present diversity in size, geographic location, and types of student served.

The case studies examined seven topic areas: 1) the extent to which the School-to-Work projects are meeting the required elements of the HB1820 legislation, 2) how sites are using School-to-Work and other state funds; 3) examples of promising School-to-Work practices; 4) preliminary impact (academic, vocational, employability) on students; 5) effectiveness of School-to-Work in collaborating with Tech Prep and Student Learning Improvement Grants (HB1209); 6) ways in which business, industry, and labor are participating in School-to-Work; and 7) suggested changes in legislation or program policy.

Each study team followed a common procedure. The team:

1. Reviewed background documents (such as the proposal; budget; NWREL School-to-Work Implementation Survey; press releases; handouts to educators, parents and students; progress reports)

2. Interviewed key educators (administrators, teachers, and counselors), parents, business and labor, and community representatives

3. Observed a sample of applied academic and technical classes that are part of the school-based learning component of School-to-Work

4. Conducted a focus group with a sample of six to nine high school students who have participated in some work-based learning activities

5. Visited worksites to observe students and talk with the students and their supervisors

Many of the people interviewed see School-to-Work as an opportunity to accomplish educational reform by showing students the relevance of what they are learning and by making numerous connections—between schools and the community, between academic and vocational instruction, and between K-12 and postsecondary education. They see School-to-Work as much broader than vocational education or any other program focused on certain students only. They see it as affecting *all* students.

The success of any educational reform is largely dependent on the ability of leaders to articulate an exciting vision of what their district wants and to motivate people to work together to achieve that vision over the years. This is starting to be accomplished in many of the districts that were visited.

Among the strengths the study teams observed were the ability of leaders to relate their School-to-Work goals to other school board priorities and to build on elements of School-to-Work that existed in the district prior to special funding from the state. For example, many districts already had business-education partnerships in place through vocational education advisory groups or various work-based learning activities. Other strengths are noted in the conclusions and recommendations section. While the study teams saw many examples of effective leadership, they also saw some areas where future improvements could be made. These areas are addressed in our recommendations.

5. Reactions to the Case Study Process

Site Coordinators

Surveys were mailed and completed by all 10 School-to-Work coordinators for the case study sites visited. A tabulation of their comments is in Appendix B. All 10 coordinators found the site visitation guide useful for planning the site visits. The coordinators took from three hours to several weeks to arrange the site visits. They felt it was very helpful to have business, labor, and other educators involved on the site visitation teams.

All 10 coordinators found the data useful for their local purposes as well as serving the state need for evaluation. The data identified areas needing change as well as provided the "clout" for change. The visitations facilitated sharing ideas from other sites and allowed for recognition of accomplishments their schools had achieved.

Team Members

Surveys were also mailed to and completed by 20 site team members. All 20 reported that the information they received in advance from the Laboratory was helpful. Some wished they had received it earlier. All 20 felt their time was used productively on the site visits and that it was helpful to involve non-NWREL members on the visitation teams. The most frequently mentioned benefits team members saw from having participated on the visitation teams were a better understanding of School-to-Work and the opportunity to bring back ideas for their local schools and communities. All but one of the team members felt the benefits of participating on the team outweighed the cost of their time away from their

job, and all but one would be interested in serving on a NWREL site visit team in the future.

Team members were asked to identify the greatest insights they gained from participating on the visitation team. Mentioned most often were recognition of the time it takes for educational reform, the need for communication and coordination, and the need to view School-to-Work as a system rather than as fragmented pieces.

All 20 team members have shared their visitation experiences with others since the visits. Mentioned as groups with whom they have shared the experiences were: administrators, vocational and academic teachers, community members, state Tech Prep staff, and the Washington State Board of Education. Several educators who served on the teams are now examining their own programs in light of what they saw at other sites. One member has invited staff from the district he visited to come to his district to share what they are doing with others.

6. State Assessment Data

Data were collected and analyzed for 5,489 11th-grade students in the fall of 1994 from 23 high schools in 11 districts in Washington. The high schools represented both large and small schools. The 11th grade population of the high schools represented ranged from 7 students to 427 students. Schools used for this analysis were the ones used in the NWREL case studies of 10 communities. The data consist of scores on the state's basic skills assessment test as well as items from a statewide student survey. The state assessment scores reported were for Language Arts, History/Social Studies, Mathematics and Science. Scores were slightly higher in mathematics than in the other areas, but all were in the average range.

The information shown in this report is presented as baseline data for 1994. It can be used to benchmark future progress. For example, in future years it would be important to see if School-to-Work practices affect student test scores, attendance, level of satisfaction with career development and classroom instruction, GPA, and the percent of students taking more advanced courses such as Algebra 1 and physics.

7. Conclusions and Recommendations

Currently, 45 local school districts, comprising 61 high schools, 78 middle schools, and 117,000 students, receive state School-to-Work grants amounting to $2.55 million. The state's grant program is designed to leverage both basic school funding and Student Learning Improvement Grants (SLIG) by encouraging integration of School-to-Work planning in the implementation of educational reform.

The six-month NWREL external evaluation of Washington's School-to-Work Transition Program found among the strengths of the program the ability of leaders to relate their School-to-Work goals to other school board priorities and to build on elements of School-to-Work that existed in the district prior to special funding from the state. Other strengths included the following:

- Embedding School-to-Work goals into the overall mission and goals of the district
- Integrating School-to-Work funds with other funds such as Tech Prep resources available through local consortia, Student Learning Improvement Grants, Carl Perkins or state vocational dollars, 21st Century Schools awards, and local district revenues
- Getting many academic as well as occupational teachers to buy in to School-to-Work and view it as their own initiative, through site-based councils and other vehicles
- Identifying staff development needs and providing teachers and counselors with opportunities to attend conferences and training sessions and participate in internship experiences in local businesses to see first hand what knowledge and skills are needed in the workplace and how these might become part of classroom activities
- Hiring highly competent people to coordinate School-to-Work activities in their districts

While the evaluation identified many examples of effective leadership, it also identified seven areas where future improvements could be made. These areas are listed here and serve as a focus for our recommendations.

Recommendation 1. Improved Communications

A need exists in many districts to improve communications to staff, students, parents, and community regarding the integrated and systemic nature of School-to-Work. Many still view School-to-Work as a program for the non-college bound student or as only a career fair or other individual activity rather than as a framework that guides the education of all students.

The processes described in the state's School-to-Work implementation grant proposal to the US. Department of Education, entitled *Working and Learning Together: Creating Washington's Comprehensive School-to-Work Transition System*, show how School-to-Work can be effectively integrated with the state's Education Reform Act of 1993 and with the Goals 2000 Educate America Act.

These ideas need to be shared widely through the press, marketing materials and numerous meetings at the local level so students, parents, educators, and citizens can begin to see the connections among what is occurring. The futures scenarios presented in this evaluation are one attempt to communicate an understandable vision of what an integrated system would mean in the lives of young people.

Recommendation 2. Integration with Other Programs

School-to-Work needs to be better integrated with Tech Prep and postsecondary options. It is important to identify the unique contributions Tech Prep offers in linking K-12 School-to-Work activities to further education and building upon that strength in future years. School-to-Work needs to build upon the linkages that Tech Prep consortia have established with community and technical colleges, other postsecondary institutions, and the business and labor community.

Recommendation 3. Articulation

Greater articulation between high schools and elementary and middle schools is needed to build a comprehensive and systemic K-12 School-to-Work effort. Some good examples were found through the case studies of local districts, where there was collaboration in career development between middle and high schools. These and other examples need to be highlighted and shared widely throughout the state as a way to encourage others to give greater attention to this collaboration. Elementary and middle school staff need to be involved with high schools and postsecondary institutions from the beginning in working with business and labor to plan School-to-Work activities.

Recommendation 4. Integration of School-to-Work Activities with Academic and Vocational Courses

Some academic and vocational teachers seem unaware of what students are doing in career counseling and in their work-based learning activities. Teachers need to get into the community to observe how the concepts and principles they teach relate to what is occurring in the workplace and other segments of the community. Such experiences will enable teachers to upgrade their courses to make both content and learning processes more relevant to students.

Recommendation 5. Curriculum Development and Sharing

While teachers, counselors, occupational information specialists and administrators are becoming committed to School-to-Work Transition, they also need model lesson plans, guidelines and resources that will support the process. Presently no statewide approach or set of suggestions exists on such topics as how to set up a middle school career center, short activities to use in high school guide groups, common format for student portfolios that will be acceptable to postsecondary institutions, or parent orientation materials on helping youth discover their transferable skills. A task force of teachers, curriculum coordinators and state specialists should begin to explore these long-term needs. The state's participation in a national consortium on career pathways may also help determine if each district should offer certain basic options for its students.

Recommendation 6. Comprehensive Evaluation

While some teachers are gathering data on student performance in their individual classes, systematic collection and use of evaluation data across classes or schools seems infrequent. The current evaluation demonstrated the usefulness of building the implementation evaluation around the key principles that School-to-Work emphasizes in Washington such

as integrating academic and vocational learning. The 10 case studies not only uncovered excellent practices in these areas, but also the interaction of business, labor and education leaders, as part of these teams, extended the dialogue about effective School-to-Work practices across the state. While existing student assessment data were analyzed this year as baseline data, additional appropriate measures should be identified and used in the future. The use of performance management indicators and an impact analysis in future years, as proposed in the state implementation plan, will help provide a well-rounded comprehensive evaluation.

Recommendation 7. Student Involvement

Although students are the focus for all School-to-Work efforts, they are often inadequately involved in the planning, implementation, and evaluation process for School-to-Work programs. Some communities are starting to realize that young people really are our most important resource. In Issaquah, for example, students are directly involved in setting up an electronic mail system for the district. Students should serve on teams with adults in helping to find creative solutions for some of the challenges involved in widespread implementation of School-to-Work.

WASHINGTON SCHOOL-TO-WORK
FINAL EVALUATION REPORT

This third and final evaluation report describes: 1) the Washington state School-to-Work Transition Program, 2) the purposes and methodology for the external evaluation conducted by the Northwest Regional Educational Laboratory (NWREL), 3) the instruments used and summary of findings from the implementation survey, 4) procedures used and findings from the 10 case studies, 5) reactions to the case study process by School-to-Work coordinators and team members, 6) findings from the state assessment data for 23 high schools in the 10 case study communities, 7) futures scenarios to create a flavor of what a comprehensive School-to-Work system might look like from a student perspective, and 8) conclusions and recommendations. Abstracts for the School-to-Work-funded programs are in Appendix A.

1. School-to-Work

For the 1993-95 biennium, the Washington state legislature appropriated $2.55 million to support secondary schools that have now begun to implement School-to-Work transition programs. These programs must respond to student needs and provide multiple educational pathway options for secondary students. Pathways should prepare students to demonstrate both core competencies common for all students and competencies in a career or interest area, integrate academic and vocational education into a single curriculum, provide both classroom and workplace experience, and enable students to explore traditional and nontraditional career opportunities.

The legislature is now interested in determining how the funds have been used and their impacts. As a result, the Office of the Superintendent of Public Instruction arranged through the State Board for Community and Technical Colleges to contract with NWREL to conduct the School-to-Work evaluation.

The Governor's Council on School-to-Work Transition in 1994 identified 21 goals for the School-to-Work transition system. They stated that the system will result in:

1. A seamless system of educational opportunities that facilitates lifelong learning and transition from secondary to postsecondary education and from education to the world of work.

2. Continuation of the fundamental redesign of the K-12 education system.

3. A system that is tied to statewide strategies for developing high school/high wage occupations.

4. Effective working partnerships between educators, labor, business (including small business), community-based organizations, and government at all levels of the education system.

4. A system based on innovation, best practices, and existing model programs.

5. An educational system that provides equitable opportunities for an increasingly culturally diverse population.

6. Reform of the educational system to maximize use of funding and assure long-term support for an education, employment, and training system.

7. An education and training system that is competency- or performance-based with competencies validated by representatives from business, labor, education, government, and community.

8. Statewide, industry-based skill standards in coordination with national standards and the awarding of skill certificates to students who demonstrate skill competencies.

9. All students, including college- and non-college-bound students and targeted populations participating in school-to-work activities prior to graduation from high school.

10. Work-based learning experiences, including paid work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

11. Instruction that is clearly applicable and relevant to work and life experiences.

12. Systematic and comprehensive career counseling for all students.

13. Integration of vocational and academic instruction.

14. Utilization of career majors (or educational pathways) for all students.

15. Opportunities for students who have dropped out of high school to return to an education and training system that integrates school, work, and life management skills.

16. Competencies accepted for admission requirements by community and technical colleges and four-year institutions.

17. A systematic method for analyzing the post-high school experiences of students.

18. Development and use of labor market information for program planning.

19. School-to-work transition activities included as an element of every student's educational experience, not simply as a list of competencies or an add-on activity.

20. Students acquiring competencies in life management skills.

2. NWREL Evaluation

The evaluation was intended to: 1) aid in the understanding and operation of projects funded by the Washington Superintendent of Public Instruction, 2) document the impact of the projects on students, and 3) provide useful information to the legislature and policy makers regarding continued funding of School-to-Work efforts. This evaluation provided baseline data from which to measure future progress in School-to-Work as well as input to guide policy makers and program administrators. The key components of the evaluation consist of a written survey of the School-to-Work coordinators, case study site visits to 10 communities throughout the state that are engaged in School-to-Work, and analysis of student data supplied from the state assessment program for 11th grade students in the 10 case study communities.

Key Evaluation Questions and Data Collection Strategies

A set of evaluation questions listed below was developed based on the evaluation purposes and design. Next to each are one or more proposed data collection strategies.

Table 1
Key Evaluation Questions and Data Collection Strategies

Questions	Data Collection Strategies
To what extent are STW projects meeting the required elements?	Analysis of proposals and project progress reports; implementation survey
How are sites using STW funds provided by the state?	Survey
What are examples of effective STW practices in Washington?	Survey and case studies
What is the preliminary impact on students of STW projects that have operated for at least two years?	Case study site data collection; interviews with case study students; statewide data available on 20 selected high schools
How effective is STW in collaborating with Tech Prep and other educational reform efforts in Washington?	Survey and interviews at the 10 case study sites
In what ways are business, industry, and labor participating in STW projects?	Survey and interviews at the 10 case study sites
What are the perceived strengths and weaknesses in STW?	Survey and interviews at the 10 case study sites
What changes, if any, in legislation or program policy are recommended by STW sites?	Survey and interviews at the 10 case study sites

To assist in managing the evaluation, a Washington Evaluation Advisory Team was formed of secondary and postsecondary educators and representatives of business, industry, labor, the legislature and government. This team met to review the draft evaluation design and reviewed draft reports and recommendations.

3. Implementation Survey

A written School-to-Work implementation survey was developed by NWREL and completed by each of the 33 School-to-Work coordinators throughout Washington. Most of the 33 reporting units consist of a single school district although some, like the Columbia River School-to-Work Consortium, include several districts. We were pleased with the 100 percent response rate and appreciated the cooperation of the coordinators. The 100 percent response rate reflects the value coordinators see in the meaningful collection of program information. The first part of the survey rated each site's implementation of key elements of essential components of Washington's School-to-Work program. These components, as identified by the state, are: 1) integration of vocational and academic learning, 2) multiple flexible education pathways, 3) vocational, personal, and academic guidance and counseling, 4) student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning, 5) partnerships with

local employers, labor unions, and other community organizations, and 6) active participation of educators. Part II of the survey identified 27 specific School-to-Work activities, for which coordinators determined the number of schools, students, community organizations, and community members involved with each. It also identified the types of assistance given by employers and provided for an estimate of the percent of School-to-Work funds spent in various areas. Washington may now be the first state in the United States to have figures on the number of students actually involved in specific School-to-Work activities.

In their reaction to the first draft of the STW implementation survey, the Evaluation Advisory Team suggested that NWREL add questions that would allow a comparison of where the districts are now in implementing STW activities compared with their status prior to receiving state STW funding Based on the team's advice we added two questions to each section designed to gather such information.

A one-way analysis of variance was run on the differences between the ratings before and after receiving STW funding. In each case, the differences were statistically significant at the .001 level, which means there is less than 1 chance out of 1000 that the differences would have occurred by chance. In many cases the shift occurred from a consortium having not even considered the area or merely planning it, to an early implementation or functional level. Vocational, personal, and academic guidance and counseling are areas most developed. This is significant since STW success is unlikely without proper guidance and counseling. The area perceived to be weakest is student assessment.

The survey results indicate School-to-Work coordinators noted significant progress in the stages of implementation before and after state School-to-Work funding on each of these six dimensions. For example, prior to the School-to-Work funding, only 33 percent of the coordinators reported their consortia as having started integrating vocational and academic learning, whereas after School-to-Work funding 88 percent reported implementation in this area. Table 1 shows the percentage of sites reporting implementation before and after state School-to-Work funding.

Table 2
Percentage of Sites Reporting Implementation of Key School-to-Work Elements

School-to-Work Element	Before School-to-Work Funding	After School-to-Work Funding
Integration of academic and vocational learning	33	88
Educational pathways	12	66
Guidance and counseling	60	94
Essential learning and assessment	25	61
Business/labor/community participation	30	85
Active participation of educators	12	78

The percentage of sites involved in various School-to-Work activities varies widely by the type of activity. Some activities such as guest speakers and career explorations, are being used in 97 percent of the consortia, while apprenticeship programs are found in only 4 percent of the sites. Based on this survey, we now know the actual number of schools, students, employers, and organizations involved in various School-to-Work activities. For example, the state has at least 28,554 students from 111 schools involved in career explorations; at least 582 businesses and 1,369 employers are active in these explorations.

Across the state, School-to-Work coordinators reported a total of 45,718 students at the secondary grade levels as participating in School-to-Work. This represents 51 percent of the students in grades 7–12. The percent of students participating at the 11th grade is significantly lower than at the other grade levels. This is due partly to the fact that some School-to-Work elements such as career pathways have started in grades 9 or 10 and have not yet expanded to higher grade levels, while seniors continue to participate in senior projects and experiences to prepare them for after graduation.

Businesses are reported to be most active in offering career explorations and assisting in curriculum development (reported by 88 percent of the consortia) and less active in releasing employees to teach classes in schools (33 percent). The five primary uses schools are making of School-to-Work funds (in order of use) are staff development, purchasing equipment or materials, curriculum development, general administration of projects, and providing release time for teachers to plan and work together.

Based on data from this survey of School-to-Work coordinators, the following summary statements can be made:

1. A total of 45,718 junior and senior high school students in Washington are reported to be involved in School-to-Work activities as a result of the state funding. The largest number of students are involved in career exploration and in listening to guest speakers.

2. Progress is being made in implementing the core elements of School-to-Work as a result of state funding. For all six core elements, such as integration of academic and vocational learning, a significant increase in implementation is reported by the School-to-Work site coordinators.

3. Business and industry are active partners and are frequently involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes.

4. School-to-Work funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of the projects. Additional funds are being obtained from Tech Prep and from other district and state sources.

5. The findings from this survey present an excellent baseline for measuring growth in future years. The next interim report will contain findings from the 10 case study site visits. Both sets of data will be synthesized in the final report and policy recommendations will be presented.

4. Case Study Findings

While written surveys are useful in obtaining some data such as the judgments of the School-to-Work coordinators regarding the status of their programs and the number of students and community people involved in various School-to-Work activities, they do not provide a rich understanding of what is actually occurring in these communities. Thus, case studies were designed to provide an in-depth view of 10 School-to-Work sites across the state. Each site visit took two days and involved a team of two to four people led by a NWREL staff person as the team coordinator. Other volunteer members of the study teams involved business, labor, and education leaders.

The sites visited were Bethel, Camas, Central Valley, Columbia River School-to-Work Consortium (Clark County), Goldendale, Grand Coulee, Issaquah, Methow Valley, Sumner, and Wenatchee. These sites were selected to present diversity in size, geographic location, and types of students served.

The case studies examined seven topic areas:

1. The extent to which School-to-Work projects are meeting the required elements of HB1820 legislation (integration of academic and vocational curricula, flexible educational pathway options for each student, increased guidance and counseling, partnerships with employers for work-based learning, and active participation of

educators, labor, employers, and parents in the development and operation of the project)

2. How sites are using School-to-Work and other state funds
3. Examples of promising School-to-Work practices
4. Preliminary impact (academic, vocational, employability) on students
5. Effectiveness of School-to-Work in collaborating with Tech Prep and Student Learning Improvement Grants (HB1209)
6. Ways in which business, industry, and labor are participating in School-to-Work
7. Suggested changes in legislation or program policy

Each study team followed a common procedure:

1. Review background documents (such as the proposal; budget; NWREL School-to-Work Implementation Survey; press releases; handouts to educators, parents and students; progress reports)
2. Interview key educators (administrators, teachers, and counselors), parents, business and labor, and community representatives
3. Observe a sample of applied academic and technical classes that are part of the school-based learning component of School-to-Work
4. Conduct a focus group with a sample of six to nine high school students who have participated in some work-based learning activities
5. Visit worksites to observe students and talk with the students and their supervisors

Many of those interviewed see School-to-Work as an opportunity to accomplish educational reform by showing students the relevance of what they are learning and by making numerous connections—between schools and the community, between academic and vocational instruction, and between K-12 and postsecondary education. They see School-to-Work as much broader than vocational education or any other program focused on certain students only. They see it as affecting *all* students.

The success of any educational reform is largely dependent on the ability of leaders to articulate an exciting vision of what their district wants and to motivate people to work together to achieve that vision over the years. This is starting to be accomplished in many of the districts visited.

Among the strengths the study teams observed were the ability of leaders to relate their School-to-Work goals to other school board priorities and to build on elements of School-to-Work that existed in the district prior to special funding from the state. For example, many districts already had business-education partnerships in place through vocational education advisory groups or various work-based learning activities. Other strengths included the following:

- Embedding School-to-Work goals into the overall mission and goals of the district
- Integrating School-to-Work funds with other funds such as Tech Prep resources available through local consortia, Student Learning Improvement Grants, Carl Perkins or state vocational dollars, 21st Century Schools awards, and local district revenues
- Getting many academic as well as occupational teachers to buy in to School-to-Work and view it as their own initiative, through site-based councils and other vehicles
- Identifying staff development needs and providing teachers and counselors with opportunities to attend conferences and training sessions and participate in internship experiences in local businesses to see, first hand, what knowledge and skills are needed in the workplace and how these might become part of classroom activities
- Hiring highly competent people to coordinate School-to-Work activities in their districts

While the study teams saw many examples of effective leadership, they also saw areas where future improvements could be made. Among their concerns were the following:

- The failure in many districts to adequately communicate to staff, students, parents, and community the integrated and systemic nature of School-to-Work. Many still view School-to-Work as a program for the non-college bound student or as only a career fair or other individual activity rather than as a framework that guides the education of all students.
- The slow pace of tying School-to-Work to Tech Prep and postsecondary options.
- Inattention to sustaining School-to-Work beyond reliance on special state funds. While some districts are using School-to-Work funds to support program personnel, the teams heard almost no discussion about how these positions would be funded in the future out of local dollars, raising questions about how permanent these positions or the whole School-to-Work effort might be.

- The lack of articulation between high schools and elementary and middle schools in building a comprehensive and systemic K-12 School-to-Work effort.

- The difficulty of integrating School-to-Work activities with academic content courses.

- The lack of attention to a comprehensive evaluation of School-to-Work. While some teachers may be gathering data on student performance in their individual classes, systematic sharing across classes or schools seems infrequent. Also, students seem to be absent in the planning, implementation, and evaluation process for School-to-Work programs.

Listed below are essential elements of School-to-Work with a brief description of why each is important and a summary of some strengths and concerns observed in the case study sites.

1. Integrating Vocational and Academic Learning

One essential element in School-to-Work legislation is the integration of academic and vocational learning. Integration is important to ensure that students see the relevance of what is being learned in school, can apply the academic knowledge learned, and can integrate theory and practice in their vocational-technical training. For integration to occur, vocational and academic teachers must work together to share their expertise.

Strengths. In some districts, School-to-Work is so well integrated into the district's goals through its essential learning skills that it has become synonymous with school reform.

Some academic and vocational teachers are working closely together not only to share ideas, but also to team teach an integrated curriculum that can allow students to receive both vocational and academic credit.

More and more teachers are supporting these ideas, but admit that they don't know how to implement integration and are asking for training.

Some districts are working with curriculum committees to develop a coordinated set of themes to be addressed by all teachers at a particular grade level and are working to develop such activities as senior projects that integrate skills and knowledge students have learned in school and in the community.

In some schools where building or remodeling has recently occurred, such as at Sumner, the science and applied technology classrooms are adjacent to each other in the new wing of the high school, thus breaking down the traditional separation of academic and vocational education wings.

Signs in several districts ask students, "What are you learning? Why are you learning it? and How can you apply it?" This is an excellent way to help students and staff become aware of the need to show applications of what is being taught.

Concerns. Students interviewed say that many teachers are still not showing the relationship between what they teach and other subjects or the real world applications of what is being taught.

Teachers are expressing concern that they lack time to plan together or to work together in actually teaching integrated curricula. Without common planning and instructional time, integration is not likely to occur.

Some academic teachers feel that time devoted to integrating academic and vocational learning will water down their curricula and short change college-bound students.

2. Educational Pathways

Rather than preparing students at the high school level for entry-level skills in specific occupations (the traditional role for vocational-technical education) School-to-Work is geared to giving them the broader skills and understanding needed in a cluster of occupations. This is often referred to as career or educational pathways. Washington schools divide the occupations into four to six occupational clusters. Schools then try to provide students with a core curriculum and suggested electives considered especially appropriate for their chosen pathway. Although students generally select a pathway in 9th grade, they are free to choose pathways throughout high school.

Strengths. In Clark County, all high schools have agreed on common career pathway designations, helpful as public information campaigns are mounted or as students transfer across district lines.

Students in several districts, such as Goldendale, are starting to select core and elective courses in relation to a career pathway of interest instead of selecting courses randomly or taking those that they hear are easiest or that their friends are taking. These decisions are often made at the 9th grade and are being reviewed each year thereafter.

A growing number of districts, such as Central Valley and Wenatchee, have decided to use the ACT-developed Discover program as the systemic framework for their pathways.

Concerns. Presently, many districts are creating career pathways independently and there appears to be little collaboration across districts or with community colleges.

Educators at some sites seem unsure of how career clusters were formed or the commonalties of characteristics expected of people in each cluster. Some occupations are not easily located in a single pathway.

Concern exists among some parents and educators that students are being forced to make premature career decisions at an early age and that they may be locked into a track they later wish to change. Clearer communication on these points is needed.

3. Counseling and Career Development

Counseling and guidance are important for students in School-to-Work to enable them to see from year to year the courses they need to take to fit their career and educational plans. Without quality counseling, many students wander through high school without focus and direction. Trained staff members and adequate resources are important for student support.

Strengths. Some districts are using part of their School-to-Work funds to hire and train career development specialists to operate career centers, maintain student portfolios, and provide a clearinghouse of information to students on educational and career opportunities.

Some schools are locating their counseling offices and career development centers in a neutral space in the schools to avoid suggesting that career development is only for vocational education students or those not going on to college. Educators are starting to recognize that career development is important for all students, including the college bound, many of whom will need jobs while they are in college preparing for a lifetime of work.

Many districts recognize the need for vocational counseling and career development and are providing the necessary staff development for counselors and career development specialists.

Some districts, like Bethel, are beginning to have all 7th and 8th grade students develop career portfolios, which they will update through graduation. Often the portfolios are being completed as part of a careers course or advisory group where there is adequate time for the teacher to explain the functions of the portfolio and the procedures for completing it.

Evidence shows that career development classes supported by School-to-Work grant money in areas like Clark County are having a significant impact on participating students. For example, students express a strong sense of what career paths they would like to pursue, basing their decisions on career profiles developed in the career development class.

Concerns. Some high school counselors say they believe in the importance of career counseling but because they have a high student-counselor ratio and because of the time demands of crisis management, they lack time to meet with students to discuss their careers.

Holding only counselors responsible for career development weakens teacher involvement. Since counselor time available to each student is limited, teachers in all subject areas need to include a career focus. In addition, it must be remembered that as new teachers arrive

and other teachers leave, ongoing staff development is necessary to maintain teacher awareness and activity in this area.

Students are having some interesting experiences in the workplace, but the link between the worksite and the classroom needs to be strengthened. As well, some students are not aware of how these workplace experiences relate to their future career plans. Possibly cooperative education, which has a long and successful track record, could be used as a model for integrating worksite learning and classroom learning.

4. Student Learning and Assessment

If School-to-Work is to become a platform for school reform in Washington it is important that its goals and objectives link up with the state goals enacted in HB 1209 and with Goals 2000. A deliberate plan is needed to tie the district's Essential Learning Outcomes to School-to-Work activities. Student assessment must also be integrated to include understandable performance standards and authentic assessment measures.

Strengths. Some districts have their school board goals, which include the goals of School-to-Work, prominently displayed so educators, students, and the public alike can see what is expected.

In Methow Valley, educ. tors collect evaluation feedback from community persons about the performance of students at their sites and students themselves evaluate their community supervisors.

At Sumner High School all teachers will be involved this spring in taking time to evaluate students' senior projects. Common rubrics are being developed for this assessment.

Concerns. Additional resources and staff time are needed to manage portfolios for all students. Also, more resources are needed for computers and software for the development of electronic portfolios.

Some teachers have halted their School-to-Work implementation in order to work on Essential Learning Outcomes, not understanding the connection between the two.

5. Partnerships with Businesses and Other Community Organizations

A critical element of School-to-Work is the work-based learning component. This component cannot take shape without significant participation from business, labor, and other community groups. These groups are important in (1) identifying the basic competencies students should have for successful employment, (2) providing workplace experiences in which students can gain or reinforce these skills as well as to explore their career interests, and (3) helping motivate students to remain in school and apply what they are learning there.

In very small, rural communities, opportunities for partnerships may appear quite limited. However, the Methow Valley as a Classroom program demonstrates that even small, rural

communities have many opportunities for links with businesses and other groups and agencies.

Strengths. Some large companies in Washington, such as The Boeing Company, have been active partners in education for more than five years, contributing to the support of applied academics, developing summer student and educator internships, and encouraging the collaboration of community colleges and other businesses.

In Sumner, the chamber of commerce has helped coordinate job-shadowing experiences for more than 100 elementary, middle, and senior high students each year. In Issaquah, the chamber of commerce has cosponsored business and education forums in which employers, school staff members, and students meet to exchange ideas and arrange job shadows.

Many districts are realizing the importance of hiring a full-time staff person to help coordinate student work-based experiences with businesses. Most communities are insisting that educators' contacts with business need to be closely coordinated. In Clark County schools, collaboration has resulted in business paying some of the School-to-Work coordinator costs. This should help assure the sustainability of School-to-Work beyond state School-to-Work funding

Concerns. While some large companies are active partners with education, small and medium-size firms seem to participate much less. If School-to-Work is going to "go to scale" and affect *all* students, a much wider base of cooperating employers is necessary.

Organized labor has been notably absent from active participation in School-to-Work at the local level. While an individual union member may be involved with a particular program or student, labor has little or no widespread organized involvement.

Many employers may be comfortable telling students about their jobs or showing them around their business, but most are not knowledgeable about how to involve students in a sequenced set of learning activities that will give students career knowledge or an understanding of the industry.

6. Active Participation of Educators

If School-to-Work is to be a successful total school reform effort and not just a new name for vocational education, it is critical that administrators, counselors, academic teachers, and other school staff members understand what is intended and learn how they can become involved. Participation of educators from the elementary school level through postsecondary education is necessary. Teachers must be willing and knowledgeable in working together and helping students see the relevance of what is being learned.

Strengths. Through site-based councils and other forms of involvement teachers are starting to take ownership of School-to-Work programs and activities. In Grand Coulee Dam School District, the high school School-to-Work program is a teacher-driven, teacher-developed cooperative effort.

Some teachers have been vocal in identifying their training needs related to School-to-Work and have participated in such training when it is offered. Without this training many would not know how to go about integrating academic and vocational learning, working with business and community leaders, or showing students how to apply what they are learning. Educator internships, while affecting only a small percentage of teachers so far, have proven quite effective in motivating teachers to use community resources to enhance their teaching.

In some districts such as Camas, the administration has obtained teacher buy-in by stating that no major curriculum restructuring would occur without 80 percent of the teachers being in favor of the changes. As a result, 98 percent of the teachers voted to apply for the School-to-Work grant.

Concerns. Some academic teachers still view School-to-Work as a threat to their academic discipline or at least as something of concern only to vocational education teachers. Similarly, some vocational teachers see School-to-Work as requiring them to teach academic concepts and limiting student time for mastering specific occupational skills.

5. Reactions to the Case Study Process

Since the plan for conducting the case studies was expanded to broaden participation on visitation teams beyond the NWREL staff to include business, labor, and education leaders in the state, NWREL felt it was important to assess this added dimension of the study. Therefore, as part of our continuous quality improvement, we designed and administered surveys to the case study School-to-Work coordinators participating in the study and to the site visitation team members. We wanted to assess their level of participation in the visitations and the perceived benefits of participating as well as to gather information on ways to improve such site visits in the future. Below is a summary of the reactions we received.

Site Coordinators

Surveys were mailed to and completed by all 10 School-to-Work coordinators for the case study sites visited. A tabulation of their comments is in Appendix B. All 10 coordinators found the site visitation guide useful in planning for the site visits. The coordinators took from three hours to several weeks to arrange the site visits. They felt it was very helpful to have business, labor, and other educators involved on the site visitation teams.

All 10 coordinators found the data useful for their local purposes as well as for serving the state need for evaluation. The data identified areas needing change as well as provided the "clout" for change. The visitations facilitated sharing ideas from other sites and recognizing accomplishments their schools had achieved.

Team Members

Surveys were also mailed to and completed by 20 site team members. A tabulation of their comments to the survey is in Appendix C. All 20 reported the information they received in advance from the Laboratory was helpful. Some wished they had received it earlier All 20 felt their time was used productively on the site visits and that it was helpful to involve non-NWREL members on the visitation teams. The most frequently mentioned benefits team members saw from having participated on the visitation teams were a better understanding of School-to-Work and the opportunity to bring back ideas for their local schools and communities. All but one of the team members felt the benefits of participating on the team outweighed the cost of their time away form their job and all but one would be interested in serving on a NWREL site visit team in the future if the opportunity arose.

Team members were asked to identify the greatest insights they gained from participating on the visitation team. Mentioned most often were recognition of the time it takes for educational reform, the need for communication and coordination, and the need to view School-to-Work as a system rather than as fragmented pieces.

All 20 team members have shared their visitation experiences with others since the visits. Mentioned as groups with whom they have shared the experiences were administrators, vocational and academic teachers, community members, state Tech Prep staff, and the Washington State Board of Education. Several educators who served on the teams are now examining their own programs in light of what they saw at other sites. One member has invited staff from the district he visited to come to his district to share what they are doing with others.

6. State Assessment Data

Data were collected and analyzed for 5,489 11th-grade students in the fall of 1994 from 23 high schools in 11 districts in Washington. The high schools represented both large and small schools. The 11th grade population of the high schools represented ranged from 7 students to 427 students. These schools used for this analysis were the ones used in the NWREL case studies of 10 communities. The data consist of scores on the state's basic skills assessment test as well as items from a statewide student survey. The information shown here is presented as baseline data for 1994 and can be used to benchmark future progress. For example, in future years it would be important to see if School-to-Work practices affect student test scores, attendance, level of satisfaction with career development and classroom instruction, GPA, and the percent of students taking more advanced courses such as Algebra 1 and physics.

Test Results

The state assessment scores reported were for Language Arts, History/Social Studies, Mathematics and Science. Table 1 shows the assessment scores in terms of mean percentile for each area and the standard deviation. Scores were slightly higher in mathematics than in the other areas, but all were in the average range.

Table 3
11th Grade Student Basic Skills Test Scores

Subject Area	Mean Percentile	Standard Deviation
English Language Arts	48.87	28.35
History/Social Studies	47.77	28.23
Mathematics	50.83	28.17
Science	49.72	29.14

Student Survey Data

From the student survey data we recorded days absent during the past year, whether students had taken advanced placement courses, algebra and physics; how far in school they planned to go; grade point average; their current program of study and their degree of satisfaction with: 1) career development, 2) college guidance, 3) classroom instruction and 4) personal counseling.

Student Absence

Student absences for the prior school year were used as an indirect indicator of interest in school. Table 2 shows the percentage of students reporting absences of various lengths. The most frequent response was absences of 1 to 4 days reported by 36 percent, followed by 35 percent who were absent from 5 to 10 days. At the far end the were 9 percent of the students who reported being absent for more than 20 days last year.

Table 4
Student Absences for 1993-94
(n = 5489)

	Percent
None	4.6
Less than 5	35.5
5 - 10	34.6
11 - 20	16.5
21 - 30	5.0
More than 30	3.8

Student Satisfaction

Students were asked to report their level of satisfaction with a variety of school factors. We selected four areas as relevant to School-to-Work: career guidance, college guidance, classroom instruction and personal counseling. Students had four choices: satisfied, somewhat satisfied, not satisfied, and no opinion. For purposes of this report, we deleted the

"no opinion" numbers and report only the other three. Table 3 shows the results. The greatest satisfaction was with personal counseling and the least was with classroom instruction.

Table 5
Percentage of Students Satisfied with Various Aspects of School

	Satisfied	Somewhat Satisfied	Not Satisfied
Career Development	37.3	40.1	22.5
College Guidance	39.5	36.8	23.7
Personal Counseling	44.6	36.3	19.1
Classroom Instruction	25.0	59.0	16.0

Educational Aspirations

Students were asked how far in school they would go. Options ranged from less than high school graduation to post-graduate studies. Table 4 shows the percentage of students aspiring to each level. It is interesting to note that 93 percent intend to go for further education beyond high school, with half planning to graduate from college.

Table 6
Aspiration Levels of 11th Grade Students

	Percentage of Students
Less than High School Graduation	1.2
High School Graduate	6.2
Vocational, Trade or Business School	30.0
Attend College	10.1
College Graduate	31.3
Post-Graduate Studies	21.1

Grade Point Average

Students were asked to report their cumulative high school grade point average. Table 5 shows the results for the 88 percent of the students who responded to this question. Most reported a GPA ranging from 2.7 to 3.6.

Table 7
Student Reported Grade Point Coverage

GPA	Percent
Less than 0.7	1.0
0.7 - 1.2	1.0
1.3 - 1.6	5.0
1.7 - 2.2	9.3
2.3 - 2.6	17.0
2.7 - 3.2	24.1
3.3 - 3.6	25.0
3.7 - 4.0	17.6

Student Program of Study

On the survey, students were asked to identify their current high school program as academic/college prep, vocational, general or other. Table 6 shows the results for the 88 percent of the students responding to this question. The largest number of students identified their program as general (48 percent), with only 15 percent reporting themselves as vocational. This low number for vocational probably reflects the fact that many students may take courses in vocational areas such as office occupations but don't identify themselves as in a vocational program.

Table 8
Present High School Program Identified by Students

Program	Percent
Academic/College Prep	27.8
Vocational	14.7
General	48.1
Other	9.3

Student Course Taking Patterns

Students were asked about selected courses they had taken. We selected several as important benchmarks—those taking Algebra 1, Algebra 2, physics, and advanced placement courses. As the rigor of the curriculum increases we would expect to see a larger percentage of students taking the more advanced courses needed in high-performance

workplaces as well as in college. The questions were asked somewhat differently, but are summarized with some consistency in Table 7. While over 85 percent of the 11th grade students have completed Algebra 1, only 10 percent have had physics and 14 percent have had advanced placement courses.

Table 9
Percentage of Students Participating in Selected Courses

	Have Taken	Currently Taken	Will Take	Will Not Take
Advanced Placement Courses	13.5*	--	--	--
Algebra 1	87.4	5.8	1.1	5.7
Algebra 2	42.0	25.6	11.8	20.6
Physics	9.6*	--	--	--

*These questions were worded differently. The percent represents those who have or are currently taking the course; the other categories are unknown.

While the data presented above are of only limited value this year, they will become more useful in future years as baseline to compare progress made by schools as they implement more aspects of School-to-Work in a more systematic way will all or a significant number of their students.

7. Future Scenarios

To present a vision of what School-to-Work might look like in several years from a student perspective, we have developed scenarios of three quite different students who participated systematically in School-to-Work experiences since 7th grade. While the scenarios are fictitious, we have attempted to show what some of the elements would look like when presented in a consistent manor across the grade levels.

Chris

Mr. Nordstrom, the guidance counselor at Chris's middle school, arranges a career week for the 7th grade. Each day a different member of the community makes a 45-minute career presentation. On Monday an accountant talksd about the responsibilities involved in helping people manage their money. Chris learns you have to have good math and analytical skills to do this kind of job. On Tuesday, a construction engineer describes how a person can start as an apprentice and work up to manager of a major construction project. Chris's classmates ask lots of questions about all the different kinds of jobs people have to do to construct a building. On Wednesday Dr. Marshall, a veterinarian, makes a presentation. Chris likes animals and pays close attention to what Dr. Marshall has to say. Dr. Marshall says that a love of animals is important, but that veterinary school requires commitment to studying science and math. Thursday a paralegal from the area's largest law firm speaks to the class, and on Friday it's a physician's assistant—a career Chris doesn't know existed.

The following week, Chris's English teacher and Mr. Nordstrom help everyone write a paper summarizing each career field. At the end of class, Mr. Nordstrom leads a group reflection exercise during which the students talk about the career area that interests them most. Almost everyone wants to be either a veterinarian or a construction engineer; no one wants to be a paralegal. In math class, Chris and the other students take the average salary for each career and determine how far it would go toward paying rent, making car payments, and buying groceries. At the end of the lesson, Mr. Nordstrom joins the class and leads the students in a discussion about how much education and training are required to do each job. Even at this early age, Chris's classmates begin to see the connection between learning and earning.

In the 8th grade, Chris takes a career assessment inventory test that reveals strong interests in writing and research. Later that year, all 8th graders take the first step in developing a six-year career and education plan. Chris would like to pursue veterinary science, remembering how interesting Dr. Marshall's work sounded. Chris discusses options with Mom, an uncle, and a Guide Group mentor/teacher, who recommend considering a career pathway closer to Chris's interests as indicated by the inventory test, such as the legal profession. Chris, who is wheelchair-bound, agrees that the legal field might be a good match (if a little dull), but wants more information before making a decision.

In the 9th grade, Chris signs up to do a job shadow at a local animal hospital and quickly discovers that handling sick animals and dealing with distraught pet owners is distressing. Later that year Chris goes on a class field trip to the county courthouse and watches court reporters take dictation at a remarkably fast rate—and read it back verbatim—and hears a defense attorney summarize her argument before a jury. That night Chris makes a list of newly learned legal terms and the next day at school adds them to the career portfolio.

In the 10th grade, Chris does another job shadow in the field of veterinary science, this time at a private clinic. Once again Chris reluctantly decides that dealing with upset pet owners is too stressful. Chris does, however, like the office's medical library and thinks researching cures for animals would be fun. Chris's next job shadow is with a successful attorney. Although the paperwork seems boring, the events in the courtroom are exciting. Chris does one additional job shadow at a firm specializing in personal injury cases and enjoys the research that goes into preparing a case.

Chris feels the time spent exploring a veterinary career was wasted until the school career center specialist points out that the thing Chris liked best at the veterinary clinic—researching—has much in common with what people in the legal professions do. The specialist suggests working after school in the public library to gain experience in research (and explore library science as a possible career at the same time). Later, as part of an English class assignment, Chris writes a list of everything positive about working at the vet clinic and, for each item on the list, identifies a career that uses that skill or interest.

In the 11th grade, Chris enrolls in a career pathway called Human Services, which includes classes in government, speech, and foreign language, as well as a two-year course called Law Network, where two teachers team teach sociology, English, and law. During the first semester, Chris has a two-week internship at the county courthouse, helping one of the paralegals. The following semester, Chris returns as an intern to the firm that tries personal injury cases. Each of these internships is structured by special project activities—mutually agreed to by Chris, Chris's worksite mentor, and a pathway teacher—that include research about the job, writing an English paper describing how being a paralegal intersects with other legal careers, and conducting a formal interview with the mentor.

During the first semester of the 12th grade, Chris meets with the high school career center specialist for a career plan review. Chris is sure that a legal career is the right choice, but can't decide whether to go to a two-year college and train to be a paralegal or go to a four-year school and then try for law school. The counselor recommends an after-school job as a legal clerk in the law firm where Chris worked as an intern to find out more about career options. On the job, Chris talks with lawyers and paralegals about the pros and cons of each profession and meticulously records the results each night in a career journal.

By the end of the senior year, Chris decides to attend the local community college, which offers associate degrees in paralegal and court reporting. Paralegals, Chris has learned, can start at about $21,000 annually and average $25,000 after five years on the job, and nearly $30,000 after 10 years.*

Chris also intends to take court reporting courses, an equally attractive career possibility. If Chris can learn to take dictation at a minimum of 175 words a minute (225 is preferred,

*Salaries are approximate, based on 1988 salary surveys in the 1990-91 *Occupational Outlook Handbook*.

though), an entry-level position is possible with a law firm or with a federal, state or local court. Many court reporters are self-employed, giving Chris even more career flexibility. Salaries for court reporters range from the mid twenties to $40,000 and more for experienced and self-employed reporters.

Either way, Chris has engaged in some very thoughtful career planning and has set the stage for a rewarding and suitable career ahead—and one that will be a good background for a law career, should Chris later decide to complete a four-year degree and attend law school.

JP

In the 7th grade, JP's Technology Education class takes a series of field trips during Career Month. On the first trip, the class visits a metal fabrication shop that makes air-frame parts for jet liners, a biotechnology research lab that develops new strains of vegetables and fruit for the overseas market, and a microelectronics manufacturing facility, where the class watches technicians in "space suits" etch computer-chip circuitry in a clean room. After the field trips, half the class wants to work in a metal fabrication shop, the other half in a high-tech plant. No one wants to develop vegetables.

JP's teacher asks each student to write down what they like and dislike about each of the jobs they observed. One of the few things JP liked about the vegetable-and-fruit research was the international aspect of it, but the intense work with microscopes and chemical formulae is less appealing. So JP's teacher mentions the possibility of other careers, particularly in the area of business and marketing, that have overseas operations, and suggested that JP keep this in mind.

In the 8th grade, the school counselor meets with JP's homeroom class and gives everyone a career interest test. Several weeks later, when the results are in, JP takes the print-out home to discuss the results with Mom and Dad. According to the test, JP is detail minded, good at record keeping, and likes working with people. Ms. Ling, the counselor, says these skills are appropriate for careers in business. JP thinks business sounds dull, but remembers that international part of the tomato business from last year, and when the class hears a career talk from the marketing manager of a local department store, where many goods come from overseas, JP's interest perks up. Trying to anticipate buyers' moods sounds like fun, particularly if it means getting to know people from different cultures.

In the 9th grade, the middle school principal arranges with several local businesses for the class to participate in job-shadowing. JP chooses banking, legal services and retail. As part of the Principles of Career Success course, all students have to refine their Individual Learning Plan with the help of school advisors, parents, teachers, and adult mentors (whom the students get to choose). JP's ILP includes courses in accounting, keyboarding, Applied Communication (business English), Applied Mathematics, speech, and Spanish, and joining DECA, a marketing club for students. Additionally, the counselor suggests that JP might want to investigate taking some courses in Japanese because there are so many Pacific Rim career possibilities; this language is not taught at the high school, but JP learns that juniors can enroll in a Japanese language course taught via satellite next fall. JP's unhappy about having to wait so long, though, and the counselor hopes JP won't lose interest.

In the 10th grade, JP participates in a community service project as a Red Cross blood drive recruiter, an experience JP enjoys both because of its humanitarian nature and because it provides new insight into the community and its needs. During one of the service project days, JP meets a retired Japanese man and starts asking about his life, what he did for a living, what Japan is like and how the two cultures are different. They enjoyed talking to each other and the man offers to teach JP a little Japanese. JP's teacher, wishing to encourage this relationship, asks JP to invite the Japanese man to class as a guest speaker.

In the 11th grade, JP works part-time on weekends in a fast-food restaurant, starting out as a hamburger flipper, but soon advancing to counter sales, and then to assistant night manager. JP not only gains experience supervising others, keeping records and ordering supplies, but also learns much about human behavior. Because of a slight physical disability, though, JP rules out a career in fast food. JP also works three afternoons a week after school in the information kiosk at the local mall as part of an unpaid job internship. At the kiosk JP meets all kinds of people from many different cultures. JP still doesn't know what kind of career to pursue, but is sure that somehow it'll involve working with people of different cultures. JP does a research paper on jobs and careers that would involve this interest, vague as it still is; and later turns the paper into an oral presentation for speech credit.

During the first semester of the 12th grade, JP does an internship in the marketing department of the local newspaper, and during second semester serves a practicum in a major bank's international sales department. (Because the bank has many Hispanic customers, JP begins to see why Spanish might be valuable in a business career in this country; JP had thought that a foreign language would only be useful abroad.)

As the senior year draws to an end, JP feels confident that a career in international marketing is the right choice (and is pleased to know a little of both Japanese and Spanish). Two weeks after graduation, JP accepts an entry-level position with the local office of an international telemarketing firm. Although the first job is mostly making telephone queries, JP occasionally gets to use a little Japanese or Spanish. Best of all, though, JP finds the work fascinating—and shares that information with the new senior class when invited back the following fall as a career speaker.

Still, JP knows that although it's possible to "rise through the ranks," more education means more career options and begins a savings plan to take advantage of the firm's college matching program. With both two- and four-year colleges within easy commute, JP sees nothing but unlimited opportunities for the future.

Dana

When Dana hears that Ms. Swenson, the 7th grade social studies teacher, is planning a career week, Dana wonders if there are enough careers in their remote area of Salmon Creek Valley to talk about for a day, much less a whole week. But when Ms. Swenson divides the class into groups—each responsible for a career area—Dana is amazed at the variety of careers they come up with. Some are obvious, like firefighter, doctor, police officer, pharmacist, nurse; some a little less so, like fish hatchery technician, optician, and occupational therapist. And some, like phlebotomist, no one had ever heard of (except for the student whose mother was one.) The class started what they called a Giant Job List, which became an ongoing compilation of jobs generated by the students. By the end of the year, it was quite long and Dana, along with classmates, categorized all the jobs into the career pathways.

Dana remembers that career week when, in the 8th grade, the class takes a "personal interest survey" to see what their career interests are. Dana discovers an unsuspected interest in horticulture, but isn't too sure what that means. Farmer? Later, though, the guidance counselor gives Dana a wealth of material on careers in horticulture to look over with Mom and Dad. Some of it makes sense and some doesn't yet. But when Dana hears career speakers from Weyerhaeuser and the state's second-largest blueberry farm, horticulture starts to look interesting. That spring, Dana plants a few blueberry and raspberry plants for pocket money next year.

In the 9th grade, Dana, the guidance counselor, and Dana's folks sit down to begin a career plan that includes joining the local chapter of Future Farmers of America—something Dana hadn't thought of. Dana participates in a year-long FFA project that involves developing new strains of blueberries, which sparks an interest in genetics. Dana actually looks forward to taking biology; even math seems more interesting. Dana nurtures the berries planted last spring, and during the summer between 9th and 10th grade realizes what hard work it is just to save them from the hungry birds (but finds it really enjoyable, nonetheless).

The following year in the 10th grade, Dana spends three interesting half-days job-shadowing at a tree nursery, a grass farm, and an apple orchard, and joins the class in a one-day visit to a fruit processing plant that ships produce worldwide. In English, Dana is assigned to write thank-you letters to the job-shadow sponsors, and word-processes them in keyboarding class. Part of the job-shadow experience includes interviewing an employee at each worksite; Dana is fascinated by the love these people have for their work. Dana's uncle works in a factory and Dana's mom works at an insurance company; Dana didn't realize that people can really love their jobs.

In the 11th grade, Dana completes a six-week internship at the blueberry farm, learning about soil, weather cycles, and bugs—and gets credit in science class as well! A second internship at a commercial plant nursery kindles a strong interest in being a professional landscaper. Dana is delighted to discover that much of the planning takes place on a

computer and that much of the hard work is mechanized. One of the activities in Dana's computer class is to design a physical layout so Dana designs a dream garden with a lot of berries and fruit trees. One of the lessons learned from this activity is that designing a garden entails knowledge of a lot more than spacing and plant choice—like weather, soils, esthetics, maintenance, security, cost, and irrigation.

At the beginning of the senior year, Dana takes an after school part-time job at the nursery and spends what little free time is left working on FFA projects, one of which includes designing a landscape for the county hospital using computer software. By the end of the senior year, Dana decides to make the part-time job full-time, and spend weekends and evenings working on a two-year landscape technology degree. Dana uses WOIS to research jobs in landscaping throughout the state but, hoping to remain in the area, Dana also thinks that, with tourism becoming a growing industry locally, all the new resorts are sure to need landscaping.

7. Conclusions and Recommendations

Currently, 45 local school districts comprising 61 high schools and 78 middle schools receive state School-to-Work grants amounting to $2.55 million. The state's grant program is designed to leverage both basic school funding and Student Learning Improvement Grants (SLIG) by encouraging integration of School-to-Work planning in the implementation of educational reform.

The six-month NWREL external evaluation of Washington's School-to-Work Transition Program found among the strengths of the program the ability of leaders to relate their School-to-Work goals to other school board priorities and to build on elements of School-to-Work that existed in the district prior to special funding from the state. Other strengths include the following:

- Embedding School-to-Work goals into the overall mission and goals of the district
- Integrating School-to-Work funds with other funds such as Tech Prep resources available through local consortia, Student Learning Improvement Grants, Carl Perkins or state vocational dollars, 21st Century Schools awards, and local district revenues
- Getting many academic as well as occupational teachers to buy in to School-to-Work and view it as their own initiative, through site based councils and other vehicles
- Identifying staff development needs and providing teachers and counselors with the opportunities to attend conferences and training sessions and participate in internship experiences in local businesses to see, first hand, what knowledge and skills are needed in the workplace and how these might become part of classroom activities
- Hiring highly competent people to coordinate School-to-Work activities in their districts

While the evaluation identified many examples of effective leadership, it also identified areas where future improvements could be made. These seven areas are listed here and serve as a focus for our recommendations.

Recommendation 1. Improved Communications

There is a need in many districts to improve communication to staff, students, parents, and community regarding the integrated and systemic nature of School-to-Work. Many people still view School-to-Work as a program for the non-college bound student or as only a career fair or other individual activity rather than as a framework that guides the education of all students.

The processes described in the state's School-to-Work implementation grant proposal to the US. Department of Education entitled *Working and Learning Together: Creating Washington's* Comprehensive *School-to-Work Transition System* show how School-to-Work can be effectively integrated with the state's Education Reform Act of 1993 and with the Goals 2000 Educate America Act.

These ideas need to be shared widely through the press and at the local level so that students, parents, educators, and citizens begin to see the connections among reform efforts. The futures scenarios presented in this evaluation are one attempt to communicate an understandable vision of what an integrated system would mean in the lives of young people.

Recommendation 2. Integration with Other Programs

School-to-Work needs to be better integrated with Tech Prep and postsecondary options. It is important to identify the unique contributions Tech Prep offers in linking K-12 School-to-Work activities to further education and work. School-to-Work needs to build upon the linkages that Tech Prep consortia have established with community and technical colleges, other postsecondary institutions, and the business and labor community.

Recommendation 3. Articulation

Greater articulation between high schools and elementary and middle schools is needed to build a comprehensive and systemic K-12 School-to-Work effort. The 10 case studies of local districts provide good examples of how elementary, middle, and high schools are collaborating for career development. These and other examples need to be highlighted and shared throughout the state as a way to encourage others to give greater attention to this process. Elementary and middle school staff need to be involved with the high schools and postsecondary institutions from the beginning in working with business and labor to plan School-to-Work activities.

Recommendation 4. Integration of School-to-Work Activities with Academic and Vocational Courses

Some academic and vocational teachers seem unaware of what students are doing in career counseling and in their work-based learning activities. There is need for teachers to get into the community themselves to observe how the concepts and principles they teach relate to what is occurring in the workplace and other segments of the community, as outlined in the HB 1209 student goals (application of knowledge, integration of subject matter, preparation for career decision making). Such experiences will enable teachers to upgrade their courses to make both the content and learning processes more relevant to students.

Recommendation 5. Curriculum Development and Sharing

While teachers, counselors, occupational information specialists and administrators are becoming committed to School to Work Transition, they also need model lesson plans, guidelines and resources that will support the process. Presently no statewide approach or

set of suggestions exists on such topics as how to set up a middle school career center, short activities to use in high school guide groups, a common format for student portfolios that will be acceptable to postsecondary institutions, or parent orientation materials on helping youth discover their transferable skills. A task force of teachers, curriculum coordinators, and state specialists should begin to explore these long-term needs. The state's participation in a national consortium on career pathways may also help determine if each local district should offer certain basic options for students.

Recommendation 6. Comprehensive Evaluation

While some teachers are gathering data on student performance in their individual classes, systematic collection and use of evaluation data across classes or schools seems infrequent. The current evaluation demonstrated the usefulness of building the implementation evaluation around the key principles School-to-Work emphasizes in Washington such as integrating academic and vocational learning. The 10 case studies not only uncovered excellent practices in these areas, but also the interaction of business, labor and education leaders on the actual site visit extended the dialogue about effective School-to-Work practices across the state. While existing student assessment data were analyzed this year as baseline data, additional appropriate measures should be identified and used in the future. The use of performance management indicators and an impact analysis in future years, as proposed in the state implementation plan, will help provide a well-rounded comprehensive evaluation.

Recommendation 7. Student Involvement

Although students are the focus for all School-to-Work efforts, they are often inadequately involved in the planning, implementation, and evaluation process for School-to-Work programs. Some communities are starting to realize that young people really are our most important resource. In Issaquah, for example, students are directly involved in setting up an electronic mail system for the district. Students should serve on teams with adults in helping to find creative solutions for some of the challenges involved in widespread implementation of School-to-Work. Vocational and other youth leadership organizations, and student intrepreneurship programs in high schools and skills centers should be tied directly into School-to-Work planning.

APPENDIX A
Washington School-to-Work Sites: Program Abstracts*

District: **Asotin-Anatone School District** | Legislative District:
Project Title: Pathways, School-To-Work Transition Program | Funds Received:
Schools Served: | No. Students Served:
Tech Prep Consortium:
Contact Person: Paul Boeckman
Telephone: 509-243-1100 FAX: 509-243-4090 Internet Address:

Work Based Learning
Career exploration opportunities (7-9) include job shadowing, mentoring and community experiences through the Learn and Service American program with the Valley Food Bank. High school students in the Community Resources Training (CRT) can receive one semester to one year of training at a job site. Currently students are working in health care facilities, law enforcement and other government agencies and private businesses. The district wants to institute a pre-apprenticeship program with work experience based on students' career pathways. For seniors, a Diversified Occupations Program is also available.

School Based Learning
Junior high students participate in career exploration classes which include taking interest inventories, gathering career information, listening to guest speakers, and writing resumes and cover letters and practicing interviews. Ninth graders select one of six career pathways and begin their career portfolios. In making career decisions, students use a new library-based Career Center with computer access to the Washington Occupational Information System and career related software. A scheduled half hour class, Family Pod, allows students to receive career information and work on their portfolios daily. Members of student leadership organizations in agriculture, business and home and family life participate in entrepreneurial projects, leadership training, and vocational skills enhancement.

Students can enroll in several new classes including computer technology and repair, video production, community newspaper, and technical report writing as well as in ongoing vocational technical courses in agriculture, business, home and family and community resource training. Students in the newspaper class work with community volunteers to produce The Asotin Community Newspaper. It replaces the school paper and district newsletter and provides the only newspaper for the Asotin community. Special education students, who have planned and constructed a greenhouse, participate in a school-based enterprise raising and marketing flowers. The school is extending its enterprise offerings by beginning a Rural Entrepreneurship Area Learning (REAL) program. Students will learn business basics and receive help starting their own businesses. The school is exploring establishing a school-based bank and is planning an annual career fair.

Connecting Activities for Work Based and School Based Learning
The Student Learning Improvement Grant Committee which includes staff, parents, community members and students is involved in the School To Work transition planning. The school counselor has made presentations to School Board, Chamber of Commerce and visited 35 businesses. Business cards, flyers and newspaper articles written by students are part of the publicity effort to involve and inform the community. The district considers school/employer partnerships a "pipeline" for future hiring by local businesses. The district is discussing Tech Prep possibilities with the Clarkston Branch of Walla Walla Community College and advanced placement vocational classes with Lewis Clark State College. A yearly student follow-up for program evaluation is planned.

---

* Not all sites provided an abstract.

The school's guidance counselor, whose position was increased from half to full time, teaches career exploration classes, develops pathways and represents the district in preliminary Tech Prep discussions with local colleges. A community resources training director is also on staff. Staff development has included site visits to other schools and in-service training by teachers from other districts on integrating vocational and academic classes with "hands-on" classroom activities; other training includes inservice on cooperative learning and cross-crediting. K-12 staff has attended a School To Work workshop given by Representative Randy Dorn and viewed video tapes related to the transition including one on Central Valley's SCOPE program. A staff member has received training in the REAL program(see above), and the district is planning to develop internships for its teachers.

KEYWORDS: apprenticeships, career inventory, career path, community service, job shadowing, mentoring, portfolio, school-based enterprise, staff development, teacher internship

District: **Auburn School District** Legislative District:
Project Title: Auburn School-to-Work Program Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: South King County Tech Prep
Contact Person: Michael Newman
Telephone: 206-931-4950 FAX: Internet Address:

Work Based Learning
The district intends to provide job shadowing opportunities for all its ninth and tenth graders and mentoring or internships for its juniors and seniors with a summer workplace experience between the junior and senior year. Activities will be connected to the students' pathway choices. Presently, students participate in Boeing internships and cooperative work experience. Subsidized employment is available for those enrolled in the Alternative High Schools Learning Center.

School Based Learning
All secondary students develop a personalized educational plan, a four-year course of study based on the students' activities, interests, aptitudes and past performance. The plan is reviewed annually with students and parents. Students enroll in a series of courses leading to certificates of proficiency in their pathway clusters. (Pathways brochures and course catalogues are being developed.) Portfolios are used as showcases for high school accomplishments and as one assessment of competencies. Academic and vocational programs are integrated with career awareness activities infused in each course offering. During their English class, tenth graders participate in a unit on careers including an orientation to the schools' Career Centers. A tenth grade career exploration day at the Centers includes information on non-traditional careers for women and minorities. Seniors examine post high school educational options in their English classes. Advanced vocational technical students have a five-day unit focusing on careers, post high school training and job readiness skills. Throughout the year, once-a-week luncheon speakers present information on a variety of careers; other speakers provide information on specific pathways or post secondary programs. A daily advisory period for alternative school students focuses upon life skills and occupational readiness. At the Learning Center, students study basic skills in a job-related context. Their curriculum is individualized and competency-based. The district is developing model Tech Prep sequences in a variety of areas including automotive, drafting, electronics, machining, business, marketing and, potentially, natural resources and health related careers.

Connecting Activities for Work Based and School Based Learning
District restructuring to a middle and high school system has coincided with the School To Work transition project. Auburn High has designed its Student Improvement grant around implementing career pathways and personalized educational plans for all its students. The Student Improvement Grant steering committees, along with the Vocational/Technical General Advisory committee, help develop the concept of personalized plans.

A Community Leader' Breakfast was used to introduce the pathways concept and receive community input. The City of Auburn's Mayor's Task Force on Youth 2000, a coalition of the schools and community agencies, provides a network of services to district youth. The Auburn Partnership (TAP) Program, a partnership between local business and the district, facilitates classroom presentation and field sites, and members of several women's professional and service organizations work in various capacities with the district's at-risk youth. The Auburn Youth Resources develops internships for secondary students. Hours for the Learning Center program have been extended through a collaborative grant with the Private Industry Council. The district has articulation agreements with Green River Community College in business education, engineering drafting and automotive programs.

Exposing students to career planning and opportunities is the focus of the high school counseling staff. A part-time project coordinator monitors the students' portfolios and educational plans, acts as a liaison with business and community, helps establishes internship, apprenticeship and job shadowing opportunities,

and helps integrate the project activities into the curriculum. At the high school, a vocational instructor serves as a job training advisor during community placements. The district intends to implement a comprehensive staff development plan. At the present, the school provides release time to its staff for curriculum development, site visitations and seminars. Boeing teacher internships are available.

KEYWORDS: apprenticeships, career day, career inventory, career path, competencies, curriculum integration, job shadowing, mentoring, portfolio, staff development, student internship, teacher internship, Tech-Prep, transition plan

District: **Bethel School District** Legislative District
Project Title: An Education Pathway with Many Opportunities Funds Received
Schools Served: 21 Sites No. Students Served: 4,336
Tech Prep Consortium: Pierce County PRO-TEC consortium
Contact Person: Marilyn Ash, Executive Director for Applied Learning
Telephone: 206-536-7272 FAX: 536-7301 Internet Address:

Work Based Learning
During career exploration activities (7-9), ninth graders visit worksites matched with their chosen career paths. Job shadowing (10), mentoring (10-14) and community service opportunities are available with more being developed for the younger students. The district has a cooperative education program. Paid and non-paid work experience and internships for students competent in their fields of study are available for some and have been particularly successful for students in health occupations where taking the CNA certification test is possible for those completing their clinical experiences. Students participate in the DO program and the local JTPA summer youth employment program for targeted youth. Seminars are conducted twice a month by the work-based learning coordinators at two high schools to teach job acquisition skills.

School Based Learning
The BELL program (described below) activities, guest speakers and field trips are a part of the career awareness activities beginning in primary school. Guided by the results of their career assessment, eighth graders select one of five, three-level career paths and begin their career portfolio which is updated yearly. Career path flyers outline recommended courses keyed to career interest and competency levels. Eleventh grade students will develop a transition plan as a basis for a senior project facilitating their move after high school to meaningful employment or additional training. Self-reflection forms, for self assessment are in place for each Voc. Core Essential Learning (CEL). These are added to the career portfolio and help students evaluate their School-To-Work activities and promote life-long learning.

An integrated curriculum exists at all levels through career academies, unit development using CEL from different subject areas and using Career paths to create relevancy and develop authentic projects, and school within school . Human and Health Services consists of academic and vocational teachers. Health occupation students may take classes taught by a registered nurse. Tech Prep courses are offered in manufacturing, health occupations, business and agriculture, and the district sponsors vocational student organizations.

Connecting Activities for Work Based and School Based Learning
The district has restructured its curriculum developing Core Essential Learnings (CELS) for each career path and Learner Outcomes for assessing student competencies on three levels. Standards for measuring the performance of School To Work programs have been adopted, and an ongoing evaluation and monitoring of student success in moving into meaningful employment or post secondary education/training is in place.

A School To Work team that include special ed. has been formed with district staff and community and agency representatives; a community, business and labor steering committee is being developed in collaboration with local Chambers of Commerce for the 1994-95 school year.

The area Chambers of Commerce are important community links. The BELL Program, a partnership with the Puyallup Chamber of Commerce, trains business people and matches them with classroom teachers in all grades to plan and present workplace-related activities. The Chambers are establishing and will maintain a data base of community resources for the School To Work effort. Along with the Private Industry Council and the vocational advisory committees, area Chambers have committed to working with the district on School-To-Work strategies. Formal partnerships with the Puyallup, Parkland and Graham Chambers of Commerce, Pierce County Health Department, Bethel School District, Tacoma Art Guild

and Boeing provide community links for the five career paths. Community members participate in career fairs (5-12) and student tutoring.

To provide continuity and help emphasize the importance of career paths and portfolios, the district's community link coordinator helps facilitate the students' career choices and makes a concentrated effort to follow students from eighth to twelfth grade. Four work-based learning coordinators develop and monitor sites for off campus work-related experiences and have helped expand the BELL program. At one high school, counselors' duties have been restructured to accommodate the emphasis on career paths and work-related education; they are teamed with teachers to advise groups of students through their four years of high school.

Staff development has included a vocational teachers' retreat with Hypercard Computer Program for developing units, outcomes and assessments prior to a district-sponsored summer institute for teachers K-12. This institute was organized around creating an integrated, relevant curriculum and performance assessments. The model used is Trainer of Trainers in which vocational and academic teacher meet and then train their own staff at their particular building. Staff receives in-service training in developing School To Work instructional material. Increased staff use of technology is a district goal.

Tech-Prep articulation agreements (see above) are in place and a Running Start Program allows students to receive credit from local community colleges for some high school classes.

Efforts have been made to publicize the district's School To Work program including presentations for civic and professional groups and at school board and PTA meetings. The Bridge, a School To Work newsletter for staff and community members and the pictorial Applied Learning Newsletter have been published. Parents of entering eighth graders are invited to view and comment upon the students' career path choices, assessment outcomes and portfolio materials.

KEY WORDS: career academy, career assessment, career fair, career inventory, career path, community service, competencies, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, senior project, staff development, student internship, Tech-Prep, transition plan, relevancy, ruberics, and reflection, service learning, learner outcomes, Core Essential Learnings

District: **Camas School District** Legislative District
Project Title: School-to-Work Transition Project Funds Received
Schools Served: No. Students Served
Tech Prep Consortium:
Contact Person: Susan Garrett
Telephone: 206-834-2811 FAX: Internet Address

Work Based Learning
Work based learning opportunities include job shadowing, work experience and placement at Community Resource Training work sites, an Adopt a Student program, Senior project mentorship connection, and other work-based opportunities through the Career Center. Apprenticeships are available through a JTPA program and the Skills Center.

School Based Learning
Students participate in career assessment and choose career paths with the support of an Advisor/Advisee Program. Student portfolios, career speakers, work related seminars and a senior project mentorship are elements of school based learning. Tech Prep courses in business education, health care and auto technology are offered through a consortium with Clark College and SWW area schools. A student workshop on equity and non-biased opportunities with the goals of helping eliminate barriers to and prejudices towards some kinds of work is scheduled for Spring through ASB.

Connecting Activities for Work Based and School Based Learning
School To Work activities are supported through the resources of a new career center. Career center staff assist students seeking work related to their career path.

An electronic system is being incorporated into the remodeling of Camas High School to effectively manage student records as well as provide current job and post-secondary education information. Eventually each advisory teacher's classroom will have access to this information. Decisions have not yet been made regarding which system will be implemented. Consultations, visitations, and observations will begin second semester to determine the system to be used. The building networking systems are now being finalized but progress has been on hold for a while. Grant money has been used to assist the Media Center and career based materials and program. Career pathway activities, integration, and student advisor/advisee programs have placed more demand for these items. eventually the career center and classrooms will be connected to these programs.

The local Chamber of Commerce, Business Roundtable, Camas Downtown Merchants and various vocational advisory groups are helping to develop more work-based opportunities for the district's students. These groups, as well as advisory committees, curriculum councils, booster clubs, social service agents, parents, and the school board have been involved in and informed about the restructuring precipitated by the School To Work effort. Community members have accompanied school staff on visits to other schools, and business representatives read student outcomes and advise on making activities relevant to the work place. The Business/Education partnership facilitates an adopt-a-student and an adopt-a-teacher programs. The local paper helps inform the community about the School To Work transition. The district is encouraging additional parental support for career relevant education.

Staff development has been devoted to the career paths and defining student outcomes. Staff members have attended workshops and visited other schools with interdisciplinary approaches. Learning Improvement Grant monies have been used here to continue the process.

The district has Tech Prep articulation agreements with Clark College and Lower Columbia College through SWW Voc. Directors group(see above).

KEY WORDS: career assessment, career path, career path advisor, curriculum integration, job shadowing, mentoring, portfolio, senior project, staff development, Tech-Prep, transition plan, JAS (Job Acquisition Skills Unit)

District: **Central Valley School District** Legislative District
Project Title: SCOPE Funds Received
Schools Served: Central Valley High School No. Students Served.
Tech Prep Consortium: Northeast Washington Technical Education (NEWTEC)
Contact Person: Michael Pearson
Telephone: 509-922-6735 FAX: Internet Address

Work Based Learning
The SCOPE Program (Student Career Opportunity Paths in Education) offers job shadowing and community service activities. Mentorships in marketing are available. Opportunities for learning from skilled, community professionals include on-the-job training in home construction and internships at a sports medicine clinic.

School Based Learning
The district offers an increasingly integrated curriculum with learning requirements and performance-based assessment. Eighth graders complete a career interest inventory, choose one of six career paths and enter high school with a Individual Student Plan (ISP). Because class lists indicate students' career paths, teachers can tailor instruction in any subject for occupational relevancy. Some students participate in class projects such as designing and building a collection station for Goodwill Industries or working with an engineering team on a mounting system for cash registers. Tech Prep classes will be offered in Manufacturing and Design. Future plans include school-based enterprises.

Connecting Activities for Work Based and School Based Learning

Vocational-technical advisory councils, the school booster club, social service agencies, among other community groups, have been involved in developing, monitoring and evaluating the School To Work effort. The district has an ongoing partnership with Tidyman Corporation which finances the home construction project and the Spokane Builders Association which provides apprenticeship opportunities for students completing the project. Community members take part in classroom discussions and presentations through classroom speaker bureaus.

A partnership with local social service agencies provides assistance for students on personal and family issues so school staff counselors can concentrate their efforts on vocational and academic guidance. The district has recently added a counselor to its staff. A business liaison coordinator develops work-based learning opportunities for the students, but staff members also have been instrumental in developing partnerships in the business community. During the initial School to Work transition, teachers visited local businesses on a staff release day; business people reciprocated by visiting classrooms.

A Career Path Leadership Team composed of instructors who work with department coordinators and a student advisory council also help develop career-related activities and publish a SCOPE newsletter. Student and teachers renovated an ill-used classroom creating the SCOPE Resource Center. The new area contains space suitable for multiclass projects and guest speakers. It houses computers and other SCOPE resources.

Staff development focuses on curriculum, alternative learning strategies and better use of facilities and community resources. A team is enrolled in Vanguard, a state project for curriculum integration, and is developing integrated curriculum for mathematics, science and power technology. Adopting a flexible, alternative scheduling to deliver the work-relevant education is a district objective. To support student learning improvement goals, computer training was provided for classified, counseling and administrative staff. Staff members have attended national and regional Tech Prep Conferences and a Leadership Forum in Washington DC. A two-day conference on SCOPE was held at the high school and it hosts many visitors interested in the program.

The area's Tech Prep Consortium (NEWTEC) supports Central Valley SCOPE activities as a demonstration site and through a grant is helping to establish a student follow up and a program evaluation, develop community service projects, provide more employment and education information for each pathway, expand the use of career portfolios, and promote collaborative activities with a neighboring district. Tech Prep articulation agreements are being developed with the Community Colleges of Spokane in manufacturing and design.

KEY WORDS: apprenticeships, career inventory, career path, community service, curriculum integration, job shadowing, mentoring, portfolio, school-based enterprises, staff development, student internship, Tech-Prep

District: **Davenport School District** Legislative District:
Project Title: Current School-To-Work Transition Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium:
Contact Person: Joyce L. Stubbs
Telephone: 509-725-4021 FAX: Internet Address:

Work Based Learning
Students take field trips related to their career paths and complete a pre and post evaluation on the experience. The district and local employers are exploring possibilities of workstudy and mentorships in the community. Community involvement in the total School-to-Work program provides valuable input.

School Based Learning
Davenport's current School To Work effort is centered on implementing career paths for its students beginning in the seventh grade. Students are not locked into a path for their entire school career. Exploration is important. This year, the students will select from seven career paths with three levels of proficiency. Career path booklets include school course offerings and schedules, lists of attitudes and skills necessary for success in the field, community and extra-curricular activities related to the career, and a four year plan form including college entrance requirements. Students can take applied academics classes in mathematics, communications, animal biology, and plant biology. A data entry/information processing class is required for graduation.

The school has a new career center with resources including computer access to Washington State Occupation System (WOIS). Guest speakers at the school include representatives from Department of Labor, the Washington State Employment Security and the community college discussing apprenticeships and post secondary education options. Parents of twelfth graders can attend an evening event to receive information about training programs, college and financial aid opportunities for their graduates.

Connecting Activities for Work Based and School Based Learning
The Davenport School To Work plan is supported by the district-wide Strategic Planning Committee; local business people as well as school staff helped develop the career path booklets, select sites for field trips and choose the career center's computer and software. Vocational Advisory Committees are involved in planning for the career path program, and a new counselor dedicates one day each week to School To Work activities.

KEYWORDS: apprenticeships, career path, mentoring

District: **Edmonds School District** Legislative District:
Project Title: Project Based Learning-Career Development/Life Skills Guide Funds Received:
Schools Served: 4 middle school/4 high schools No. Students Served:
Tech Prep Consortium: Northeast Tech Prep (merged with Edmonds and Edmonds)
Contact Person: Monty Multanen
Telephone: 206-670-7120 FAX: Internet Address:

Work Based Learning
Edmonds plans to offer a work based learning sequence modeled on the Boeing internship program and resulting in a skill certificate and/or degree. The district Maintenance Department Internship program which includes experience in carpentry, computer technology, copy machine repair and signage is now underway. Some Tech Prep students take part in paid, three year sequential internships. Cooperative work experience is available and is an integral part of the marketing program. For at-risk juniors and seniors, the Jobs for Edmonds Graduates program provides placement after graduation with nine months of support by a job specialist. Students can receive half a high school credit for their community volunteer service. Project Based Learning activities also take place in part off campus. (see below).

School Based Learning
The district envisions a kindergarten through adult career development program for all its students. Alternative scheduling, career academies, portfolios and junior emphasis on core knowledge, senior emphasis on career paths and community service are some of the School To Work variations in different high schools. Students can enroll in applied academics classes including Principles of Technology, Applied Communications, Applied Mathematics and Material Science. Professional Technical programs are intra-district allowing students to take Tech Prep classes not offered in their home high school. A Career/Life Skills Guide outlining course offerings in five career pathways and how they articulate with associate degree and certificate programs and work place learning opportunities is being developed.

Eventually all students will participate in a Project Based/Contextual Learning Program. Under the guidance of a team of academic and vocation teachers, a counselor and a business partner, students define a work situation and explore a question or solve a problem which can demonstrate their competency in nine applied learning skills. Among other projects, teams have designed and built a Universal Access Park for the City of Lynnwood and produced a feasibility study and design work for a Beach Aquarium for the City of Edmonds.

Connecting Activities for Work Based and School Based Learning
The Work Force Development Alliance of South Snohomish County, a joint effort of the school district, Edmonds Community college, labor and business, is helping expand contacts in community. The Alliance with its School To Work committee is the schools' major conduit to business and community resources. A half time staff member has been added to work with the Alliance developing internships and expanding cooperative work experience opportunities for the students. In addition, sixteen occupational advisory committees review and guide the schools' vocational offerings. Articulation agreements in thirteen Tech Prep fields are in place with five area community colleges.

Staff development has included a district-wide workshop on Project Based/Contextual Learning (see above) and Total Quality Management training by Boeing Company staff for project team members. Core staff at each high school received training in School To Work issues through the National Alliance for Restructuring Education.

KEYWORDS: applied academics, apprenticeships, career academy, career path, community service, competencies, paid work experience, portfolio, school-based enterprise, staff development, student internship, Tech-Prep

District: **Elma School District** Legislative District:
Project Title: Get A Life Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Grays Harbor/Pacific Counties
Contact Person: Michael Hickman
Telephone: 206-482-3121 FAX: Internet Address:

Work Based Learning
Elma students participate in a variety of community projects including fish propagation with the Washington State Department of Fisheries and Wildlife, safety programs with local police and fire fighting professionals and free weatherization and home renovation services for senior citizens with the Community Action Council. The district is expanding this program to include job shadowing opportunities and paid work experience.

Students in cooperative occupational education programs receive high school credit for on-the-job training. Through a partnership with the Elma Agriculture Boosters and the Weyerhaeuser Corporation, summer forest management jobs are available to juniors and seniors enrolled in the Natural Resources Program. Students with special needs can participate in job shadowing and paid work experience in the Home Maintenance Program.

School Based Learning
District priorities include K-12 career education with high school career pathways. Students begin their elective pathways classes and job related experiences early in their high school career because the district has balanced the scheduling of required courses. Students access the Washington Occupational Information System (WOIS) from any workstation throughout the school or in a Career Center whose resources are available to community members after hours. The daily schedule with longer blocks of time facilitates School To Work activities and allow for small group meetings with pathways advisors to develop portfolios, take interest assessments, and receive career guidance.

An increasingly integrated curriculum includes an applied biology and chemistry class as well as Tech Prep courses in business education and aquaculture. School-based enterprises include a high tech aquaculture plant supporting a food fish business, a school store and a greenhouse and plant nursery. Agriculture students produce crops and animal products and home and family life students run a catering and restaurant business.

Connecting Activities for Work Based and School Based Learning
The community participates in the School To Work transition as members of the strategic planning process, the Student Learning Improvement and the Career Pathways Action Planning Teams. Vocational advisory committees, including students and parents, review occupational programs and provide input on curriculum, facilities, equipment and industry trends. A career resource guide listing employers and employees willing to serve as classroom speakers or mentors or provide job shadowing and field trip sites is being developed. (In addition, the guide will list career guidance and instructional materials.) The district's goal is to establish partnerships with at least twenty employers or employees for work based training during 1994-95 school year. School staff regularly reports to the PTA on School To Work efforts and holds Open Houses and Parents' Nights where School To Work activities are showcased. Staff involved in community clubs and organizations are relied upon to inform citizens about the transition.

The district will hire several part time support personnel for its School To Work effort. Staff development includes conferences, school visitations and meetings dedicated to School To Work issues. The school hosted a workshop related to multiple, flexible pathways. Staff members are trained to be career guidance advisors and will be trained to use the WOIS. Tech Prep articulation agreements are in place with Grays Harbor College for business education; agreements in natural resources, automotive and construction are underway. Elma has held Tech Prep workshops for school staffs from other districts.

The district is helping test a process for identifying current, new and emerging occupations; a student job placement service and a follow-up to evaluate its School To Work programs are planned.

KEYWORDS: applied academics, career inventory, career path, career path advisor, community service, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, school-based enterprise, staff development, Tech-Prep

District: **Everett School District** Legislative District:
Project Title: Kindergarten to College to Work Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Everett/Sno Isle
Contact Person: Ron Louviere
Telephone: 206-339-4273 FAX: 206-252-2382 Internet Address:

Work Based Learning
At present, the Everett students participate in a mentors day with local business people. The district is in the process of identifying work based learning components of its School To Work plan and exploring work based opportunities through a collaborative grant from the Department of Labor with the Washington Alliance for Restructuring (see below).

School Based Learning
The district is working on implementing career paths at all four highs schools. Everett Alternative High School and the new Jackson High School are committed to a career pathways model; Cascade High School is "moving towards career pathways." This year's ninth graders at Everett High School will have chosen one of six career pathways based on career interest assessments used in their middle schools. Career pathways brochures are now available to help students plan their high school classes and post secondary education. In addition, a freshman focus class is being planned with a curriculum including an informational interview with a business person, assessment of interests, aptitudes, abilities and learning styles, goal setting, conflict resolution, work ethics and employer expectations. A career fair includes presentations keyed to specific career paths.

Applied academics classes in mathematics, communications and physics/technology are taught at three high schools; Tech Prep classes in drafting are available.

Connecting Activities for Work Based and School Based Learning
An advisory system for the School to Work effort is in place. It is comprised of students, counselors, teachers and administrators from each educational level through the local college and community, business and tech prep representatives. Committees for each career path also include business and community members. The vocational committee of the local Rotary Club and other groups are working to provide more work based learning opportunities for Everett's students and staff. The Rotary Club, in partnership with the school, sponsors the career fair. Articulation agreements are in place with Everett Community College in drafting; agreements in business education and manufacturing technology are being developed.

The district has hired a School To Work coordinator and is in the process of certifying a School To Work transitional coordinator to assure that its disabled students succeed in School To Work activities. A staff member will be hired to replicate the Boeing model for student and teacher internships through a collaborative grant with the Washington Alliance for Restructuring.

Staff develop activities have included a two-day training by a School To Work/Pathways consultant and inservice time for staff to identify learning objectives within career pathways and develop School To Work activities. Staff members have received training on teaching applied academics and facilitating student use of career-oriented software programs. They have visited other School To Work programs and attended a sexual harassment inservice and regional, state and national Tech Prep conferences.

KEYWORDS: applied academics, career assessment, career inventory, career path, mentoring, portfolio, staff development, student internship, teacher internship, Tech Prep

District: **Evergreen School District and Clark County Transition School to Work Consortium**

Project Title:
Schools Served:
Tech Prep Consortium:
Contact Person: Mike Bjur
Telephone: 360-256-6079 FAX: 206-892-5307 Internet Address:

Legislative District:
Funds Received: 48,000
No. Students Served:

Work Based Learning

The aim of the project is to establish a model apprenticeship program for students in the districts which make up the consortium. By June 1995, a painter decorator youth apprenticeship at the Clark County Vocational Skills Center and at least one other apprenticeship opportunity at one or more of the high schools will be underway. Job shadowing, mentorships and internships through high school career centers currently exist in some sites.

School Based Learning

The academic, work readiness and technical skills education for eleventh and twelfth graders involved in apprenticeship programs is being developed in consultation with a Joint Apprenticeship and Training Committee.

Connecting Activities for Work Based and School Based Learning

The project includes building partnerships with business and industry through informational sessions for the Chamber of Commerce's Education Committee, the Economic Development Council, the Strategic Education Committee, Clark County human resources professionals and other interested agencies and organizations. Those which have been contacted include: labor councils and unions, the State Employment Security Department and the Clark County Sheriff's Department, high tech electronics companies and health care facilities.

The consortium is establishing a countywide database/management system to coordinated workbased learning opportunities; it plans to publish a handbook for the operation of workbased learning activities. Also pertinent to the project is the establishment of a School To Work Council providing a forum for coordinating business, economic development, government and the area's educational systems.

A training component for school administrators, counselors, teachers, business partners and appropriate employees is being planned. A School To Work symposium for teams from secondary schools will be held during the fall '95.

A staff development program for workbased mentors, coaches and master employees providing training for students will include instructional, assessment and feedback techniques and information on coordinating work- and school-based learning.

Five of the high schools have School To Work coordinators. A School To Work Management team with representation from member districts will designate an evaluation team for the model apprenticeship program.

Teachers in can participate in an internship program through the Partnerships in Education Consortium.

KEYWORDS: apprenticeships, job shadowing, mentoring, staff development, teacher internship

District: **Franklin Pierce School District** Legislative District:
Project Title: Career Infusion and Career Pathways Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Pierce Regional Occupational Technical Education Consortium (PRO-TEC)
Contact Person: Tim Stensager
Telephone: 206-537-0211 FAX: Internet Address:

Work Based Learning
The district is working to develop job shadowing opportunities for all high school students. At present, a Junior Achievement applied economics program is available district-wide. Cooperative Work Experience through a Diversified Occupations Program and a JTPA youth apprenticeship program in medical technology for eligible students are offered (see below).Students with special needs can enroll in the district's Learning Increased by Networking Community and Schools program (LINCS). Along with classroom activities, a series of community-based learning opportunities including field trips, job shadowing and, in some cases, a three-month paid work experience allow students to explore career options and develop skills necessary to manage their personal and professional lives.

School Based Learning
The district's School To Work effort centers on developing a comprehensive K-12 career guidance program and implementing career paths in its high schools. Elementary school students will focus on career awareness; middle schools explore career interests; high school students will make career decisions. Preceded by two weeks of career infusion activities in their classes, students participate in a Career Day which gives special attention to non-traditional careers for males and females. Eighth graders will take career assessments in spring 1995 after which the schools will host Parents' Nights to describe the new career guidance model.

The district offers an integrated curriculum with applied academics in mathematics, communications, economics and pre-physics. The communications and pre-physics class are taught collaboratively by academic and vocational teachers. Middle school wood shop classes will become part of a technical education program with a sequential curriculum into high school. High school business classes articulate with those at Pierce Community College. Students in the LINCS program (see above) develop personal and social responsibility in a career-related context during their classroom activities.

Connecting Activities for Work Based and School Based Learning
A strategic planning committee, including students, staff, parents, business owners and members of the community, researched and approved the district's guidance program and career paths. A general vocational advisory committee with representatives from business, labor, the Department of Vocational Rehabilitation and the Private Industry Council advised on the career guidance inservice training for the schools' counseling staff.

The district is a member of the Pierce County Vocational and Special Educational Cooperative, a consortium of local secondary schools committed to developing and improving services for students with special needs. Members of the Cooperative collaborated to provided the youth apprenticeship program in medical technology. PRO-TEC, the local Tech Prep consortium, provided a grant allowing staff participation in conferences focusing on Tech Prep and School To Work transition. Franklin Pierce is working on finalizing articulation agreements with local community/technical colleges to provide 2+2 options for its high school students.

The district is establishing a counseling and guidance department chairperson to coordinate career guidance activities.
At present, five work coordinators help assess the career interests of students in the Diversified Occupations program and assist them in making job and post-secondary educational decisions. This staff works with 100 area employers to provide student work experiences.

Counselors received information on America 2000 and the SCANS report and attended presentations on Central Valley's SCOPE program. With the help of Occupational Information Specialists, counselors then conducted training for teachers on career infusion activities to prepare students for Career Day at their schools. Other staff development has included training on teaching applied academics.

KEYWORDS: applied academics, apprenticeships, career assessment, career day, career path, curriculum integration, job shadowing, paid work experience, staff development, Tech Prep

District: **Goldendale School District** Legislative District
Project Title: School-To-Work Transition Project Funds Received
Schools Served: Goldendale Primary, Middle and High School No. Students Served:
Tech Prep Consortium: Yakima Valley
Contact Person: Robert A. Moco
Telephone: 509-773-5177 FAX: 1-509-773-6900 Internet Address:

Work Based Learning
Job shadowing opportunities are currently available for students in grades 9-12, with the possibility of expanding this to 7th and 8th grade. Some students are exposed to work situations as well as learning the value of community service through service learning placements in non-profit agencies. Approximately fifty high school students participate in the Community Resource Training Program which provides on-the-job training opportunities in local businesses.

School Based Learning
Ongoing curriculum integration including career awareness (K-6) and career exploration (7-12) is part of the district's efforts. A fiber optics link allows sharing career-related information among the three district schools. All eighth graders and new students to the district take a career interest inventory, receive career-path counseling and choose a course of high school study and activities focused on career interests. Career path booklets, used for course decision-making, have been developed. Computer assisted career assessment and career exploration are available to help students refine their career pathway choices. The Career and Academic Pathways to Success program (CAPS) includes group meetings with staff career path advisors throughout the year for activities such as orientation-registration, field trips and speakers for specific career paths. Student exit portfolios contain their career-related activities and projects on computer discs.

High school English classes include job related language skills such as resume writing, interviewing and job search techniques. Students study a mathematics more relevant to the work world through recent curriculum changes. Applied academics courses are offered in mathematics, biology/chemistry, computer assisted drafting and business English/ applied communications. Principle of Technology (applied physics) will be piloted during the second semester in anticipation of its being offered in the 1995-96 school year.

Connection Activities for Work Based and School Based Learning
A district strategic plan created with community input includes elements for the School-To-Work effort. The district has contracted for a one-, three- and five-year follow-up survey of its seniors to assess its success in graduating young adults with "marketable job skills and who are prepared for post-secondary education." The district is establishing partnerships with area businesses such as Kenetech/Windpower to develop relevant curricula including training for windsmiths. Windsmith training might be through the CRT program. Relevant school-based courses would include applied mathematics, Principles of Technology and computer assisted drafting. Funds for teacher training and classroom materials for a computer repair class will be donated by the Bonneville Power Administration augmenting the district's purchase of student tool kits and diagnostic equipment.

A Career Path Specialist has been hired to provide in-service training, develop and implement career-related activities for grades K-12, counsel high school students and their parents on career paths, assist students in using career-related materials, set up a high school career center and develop additional Tech-Prep activities.

The Tech Prep program includes articulation agreements with Yakima Valley Community College for manufacturing and engineering and office technology. Although a master Tech Prep Articulation agreement has been signed, the only specific pathway agreement signed has been in the Business & Office Technology pathway. The others are in the process of being developed.

District staff development has included in-service training for teachers as career advisors. The "Work Now and in the Future" conference was unattended due to reprioritization of our financial resources. We currently have plans to attend the Tech Prep Conference in Seattle in April, 1995. Teachers have visited schools with established applied academics programs and received training in teaching applied academics courses.

KEY WORDS: applied academics, career inventory, career path, career path advisor, curriculum integration, job shadowing, mentoring, on-the- job training, portfolio, staff development, teacher internship, Tech-Prep

District: **Grand Coulee Dam School District** | Legislative District
Project Title: School to Work Transition | Funds Received
Schools Served: Lake Roosevelt High School | No. Students Served: 1000
Tech Prep Consortium: Big Bend
Contact Person: Kathy Proctor
Telephone: 509-633-2143 FAX: Internet Address

Work Based Learning
Students apply and interview with employers for job shadowing (9) and mentoring (10-11) opportunities. Sixty percent of the high school students participate in a cooperative work experience program which the school hopes to expand to paid work experience for all its students. The district plans to extend career guidance and off-campus career exploration opportunities to area elementary and middle schools

School Based Learning
Students will begin their pathways portfolios (PREP) with goal setting in the seventh grade. At present, students chose a career path in the ninth grade. Career Path pamphlets help students select appropriate courses; career information is available in every classroom and used for reading instruction in the chapter and special education classes. Students take applied academics courses in math, communications, humanities, social studies and career planning and development. (Science and health courses are being integrated also.) Career development projects are used for term papers and technical writing exercises. Seniors participate in oral examinations answering questions about their high school studies, career path, senior project and future plans. The district expects to offer Tech Prep classes in business (see below) and is working on an agreement to certify students as competent in the use of industry-standard computer software programs.

Community members provide work-related information at the school during presentations on leadership, employment opportunities and workplace responsibilities. With the help of the banking community, students have founded a campus branch of Grand Coulee Dam Credit Union. Those involved in the school-based enterprise attended a leadership seminar, ran for the board of directors, wrote a business plan, applied for positions, and trained at the main credit union. The campus branch will offer full financial services including checking and savings accounts, debit cards and loans. The biology class is applying for a small business loan for an herb garden; the Home and Family Life program will cater the student credit union's open house.

Connecting Activities for Work Based and School Based Learning
A School To Work Council includes instructors from elementary and middle schools. Presentations on the transition have been made to service organizations, the Colville Tribal Business Council and ESC Board. Community members serve with students on School to Work site committee and participate in the seniors orals examinations. The Chamber of Commerce and Rotary are helping to locate mentors. Bi-monthly parent/community meetings are held to discuss issues related to the transition, and the district is exploring a contract system among parents, students and staff regarding the students' schedules for pathways activities.

A paraprofessional in charge of the Pathways Center helps students access employment and training information, work on their portfolios and apply for financial aid. The district plans to expand its career counseling by having trained staff members work with the same students from seventh grade through graduation. Eventually all graduates will be tracked on a one, five and ten year basis to help evaluate the School To Work program.

Staff development plans include training on curriculum integration. The staff is helping develop a skills competency based certificate to comply with the Washington State mandate and will participate in training on student essential learning requirements and assessments. Training, not only for staff but for students and community participants, to enhance learning from job shadowing is planned.

A Tech Prep articulation agreement with Big Bend Community College in business will be implemented. the district hopes to expand agreements to the Wenatchee colleges and to other skill areas.

KEY WORDS: applied academics, career path, competencies, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, school-based enterprise, senior project, staff development, Tech-Prep

District: **Issaquah School District** Legislative District
Project Title: School-to-Work Transition Project Funds Received
Schools Served: Issaquah High School and Issaquah Middle School No. Students Served:
Tech Prep Consortium: Northeast Lake Washington
Contact Person: Fern Miller
Telephone: 206-557-7046 FAX: Internet Address

Work Based Learning
District eighth graders participate in a one-day job shadowing, documenting their experience in a career portfolio which follows them to high school. The Consumer Life Skills job shadowing program is being expanded; as ninth graders, students will be encouraged to explore a different career. At Issaquah High School, students enrolled in the Technical Information Project (TIP) service the district's computer network. This has provided work experience which has led to internships at Microsoft and employment with other companies on computer-related projects. Paid work experience as well as on-the-job mentoring at the Washington School Information Processing Cooperative, DCIC and Boeing is established and available to some students. The job board at the Career Center requires students to have a registration form, typed cover letter and resume, record of a mock interview and three references on file before students can apply for a job.

School Based Learning
Students take a career inventory, develop five-year plans and begin career path plotting in middle school. High school department heads are developing performance based learning through integration of academic and vocational curricula; they are organizing courses, competencies and related school and work based learning activities around a career path model. Brochures with classes keyed to career paths will be available in spring 1995 for planning a course of study. The Technical Information Project (described above) is supported by classroom activities. School-to-Work Transition will play a role in the new Applied Humanities program being developed at Issaquah High School. Four teachers representing Business Law, Business English, Media, and Sociology are developing curriculum that will help students learn general work-based skills and specific academic technical and vocational skills.

Connecting Activities for Work Based and School Based Learning
A School To Work Transition Advisory Committee composed of parents, business representatives, principals, counselors, teachers and students provides guidance in carrying out the grant's objectives and goals. This Committee helped to develop the job description and hire a School To Work Transition Coordinator whose duties include contacting local businesses, assessing their needs, and developing work-based opportunities including mentoring, job shadowing and internships for students. The Coordinator is working to involve businesses (across the district) not already in the established Issaquah Business and School Exchange (IBASE was not funded for the '93-'94 school year). In addition, the coordinator informs the district teachers and staff about school-to-work possibilities and monitors the students' work place experiences.

In order to effectively organize information and material related to the School To Work effort, an employer database and student electronic portfolios have been developed.

Aside from providing opportunities for work experiences, community members are used in the classrooms as guest speakers and Career Day Seminar participants talking about job skills and employer expectations; they also participate in senior projects in some classrooms. Community members help set up "real world" projects for students and serve as an audience during the Spring Forum for eighth grade portfolio presentations. These presentations include the students' career assessments, job shadowing experiences and academic accomplishments. And employers are helping plan job shadows and teacher internships at local businesses through the Business and Exchange Forum.

The Foreign Language Department has developed an Advisory committee that will meet with teachers to give advice on how to infuse career related activities that involve foreign language into their curricula.

A multi-media program is being developed that will correspond with the Technology, Engineering & Science, and Arts & Communications Career Paths.

Staff development has included information on available resources for School To Work transition and staff attendance at "Technology and Learning in the 90's" and "Workforce 2000" conferences. Teachers and counselors have participated in workshops on job equity and eliminating sexual harassment. Issaquah High School was recently accepted to participate in the CAN-DO project (Community Access Network—Diversity Opportunities) to agencies providing employment related services to people of color women, individuals with disabilities and others facing barriers to employment. These workshops will be made available at a later date to students and employers participating in School To Work activities.

As member of the Northeast Lake Washington Tech Prep and South King County Consortium, the district has articulated agreements with local community colleges and a technical college.

KEY WORDS: career day, career inventory, career path, competencies, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, senior project, staff development, student internship, teacher internship, Tech-Prep

District: **Kelso School District**
Project Title: School-To-Work Transition Program
Schools Served:
Tech Prep Consortium: Southwest Washington
Contact Person: Paula Radich, Principal
Telephone: 206-577-2422 FAX:

Legislative District:
Funds Received:
No. Students Served:

Internet Address:

Work Based Learning

Work based learning at Kelso High School centers around the Job Placement Center and its coordinator who refers students to jobs which are extensions of their vocational classes or compatible with their career goals. Contracts, signed by the student, parent, school staff member and employer, are used for all work experience programs. The program involves over 100 employers and students work at over 50 worksites. For example, students are employed at the Three River Mall, the Fire District and St. Johns Medical Center. Mentoring and paid employment is available in health care related fields and through the Emergency Services Program. Work experience is part of the Diversified Occupations Program and the marketing occupations curriculum. Red Lobster Restaurant is one of the many employers involved in a partnership that provides work opportunities and, in some cases, employment after graduation for special needs students.

School Based Learning
Junior high students can enroll in high school vocational training classes in agri-science, technology, forestry and keyboarding. The school offers a Technical Writing/Technical Communications class and has recently begun an Emergency Services Program. Tech Prep classes are available. The Job Placement Center coordinator works with teachers to "align curriculum with Job Placement Center requirements;" students must complete a placement file (portfolio) which includes things such as a resume, cover letter, attendance and grade history, mock interview, etc. The Center provides resources including software programs for researching career and educational options. Teachers are encouraged to incorporate the Job Placement Center file into their curriculum. Students produce a portfolio in Home and Family Life Class with a work history, letters of recommendation, cover letters and resumes. A school store (school-based enterprise) is managed by Kelso's marketing education students.

Connecting Activities for Work Based and School Based Learning
During the 1994-95 school year, the district is continuing to develop its pathways and guidance/counseling systems. The Pathways Study Group, which includes students, parents and community members as well as middle school and high school staff, has formulated recommendations for a careers program beginning in elementary school. Committees are working also to complete exit outcomes related to School To Work transition.

A new Business and Education Compact will facilitate job shadowing, mentoring, apprenticeships and other work based opportunities for the district's students. The Washington State Employment Securities works closely with the school's Job Placement coordinator providing class tours of its facilities and job listings for the Job Placement Center. Representatives of the agency serve on the Center's citizens advisory committee.

The Vocational Advisory Committees for the school district and Lower Columbia College are being combined to better support Tech Prep programming. Tech Prep articulation agreements are in place with Lower Columbia College in automotive technology. Articulation agreements are also being developed for business education, computer systems technology and health occupations.

Transition efforts are publicized in the local paper and through presentations to local business and service organizations. A flyer on School To Work is available, and the Job Placement coordinator is a member of an informal network of business people.

A retired business woman arranges teacher internships and job shadowing with local employers to help staff increase their understanding of employer expectations. A consultant on integrating higher order thinking skills into the curriculum is a major component for current staff development.

KEYWORDS: apprenticeships, career path, job shadowing, mentoring, paid work experience, portfolio, school-based enterprise, staff development, student internship, teacher internship, Tech-Prep.

District: **Lake Chelan School District** Legislative District:
Project Title: Expanded School-To-Work Model Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium:
Contact Person: Lesley Van Over
Telephone: 509-682-5663 FAX: 509-682-3107(home) Internet Address:
509-682-5842 (S.D.)

Work Based Learning

The district has recently implemented the "Mentorships-The Lake Chelan Way," a program which provides a work based learning experience for all interested eleventh and twelfth graders. Numerous mentorships are being developed based on students' career paths. Examples of mentorships for students in vocational programs include: nursing assistant students observing health-care professionals at the local hospital and receiving clinical training at a nursing home; students working with employees in technical fields during rotating mentorships at the Public Utilities District; art students assisting artists with murals in a Chamber of Commerce project; science students helping in Forest Service rehabilitation efforts; and students in the Apple Management class identifying and grading apples for local apple sheds. Special education students shadow high school students in their mentorships. Female students have worked at non-traditional sites such as a gas station, lumber company and plumbing shop. Contracts are signed by the mentors (the contracts are available in Spanish as well as English) and background checks are done on adults working alone with the students. High school students take part in a community service project day as the culminating activity in the Visions program (see below).

School Based Learning

The Visions program and the mentorship program (above) are the major components of the district's School To Work effort. All high school students meet in small groups thirty minutes each week with a teacher-advisor. Visions consists of four components: career development, social skills, goal setting, and activities. The nine month Visions curriculum with a different theme each month emphasizes team work to develop students' work maturity and employability skills. As a guided self-evaluation, students produce a portfolio including records of work experiences, extracurricular activities, training, volunteer projects, problem solving projects and a six year plan for their lives. Visions students participate in a career fair to help them identify career options. A proposal has been made to add the Visions program to elementary and middle school curriculum.

The district is implementing the School To Work transition at all levels with field trips and classroom speakers for its K-8 students. AFTERS enrichment classes serve 250 elementary and middle school students. The resource database has been used to locate community members for regular AFTERS presentations. Students receive ribbons for completion of each class, in categories indicating pathways of interest. High school students can plan their course of study in eight career paths. Career related activities including writing resumes, cover letters and letters of intent are integrated into ninth grade English classes. Students also prepare a career research paper, integrating their personal Visions portfolio information into their research. Reading and other writing assignments revolve around goal-setting and self-awareness. Ninth graders also participate in a unit on interviewing techniques. Human relationship skills and communication techniques are infused into academic classes. At the recommendation of a community curriculum group, 9th graders are offered four exploratories through the year in art, home and family, technology, and business. Cross-age tutoring is offered to elementary students through high school mentorships, and academic classes partnering for elementary projects and presentations.

Health care students receive classroom presentations by personnel from every department of the hospital and from veterinarians, hospice caregivers, counselors and occupational therapists. Guest speakers are used in the outdoor science and agriculture classes. Students in criminology classes work with the local police.

Connecting Activities for Work Based and School Based Learning

An advisory committee of students, community members and educators studied and recommended the mentorship model to the school board. This committee will merge with another mentorship advisory committee comprised of educators, the Private Industry Council and mentors themselves to provide ongoing evaluation of the program. The Community Resources Coordinator keeps a database of community resources and co-sponsored a "Partnerships and School Reform" workshop with the Washington Association of Partners in Education. AmeriCorps volunteers help develop mentorship positions and provides information to mentors. AmeriCorps has formed partnerships with several local agencies to provide arts enrichment activities to elementary students. The Private Industry Council is assisting in legal technicalities. Large local employers such as Lake Chelan Hospital and Campbell Resort and Conference Center are supporters of the mentoring program. Lake Chelan belongs to the Professional Development Center a coalition of area school districts and colleges which helps coordinate high school and post-secondary education strands. It has articulation agreements for Integrated Technology/Tree Fruit Management programs with Wenatchee Valley College. A culinary arts advisory committee plans to partner local businesses and the school with the American Association of Certified Chefs to offer certification, apprenticeships, and scholarships to students.

A Community Resources Coordinator recruits mentors, oversees the community resources database and publicizes the School To Work effort by making presentations to community organizations and writing a weekly column for the local paper on school-community connections. Staff development has centered around the Visions model with its emphasis on team work. Inservice has included training in communication, consensus building, collaboration and conflict resolution. The staff has been trained to help students find mentors, seek out career-related opportunities, and assure that student schedules meet their individual pathways.

KEYWORDS: career path, community service, mentoring, portfolio, staff development

District: **Marysville School District** Legislative District:
Project Title: Connections II Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Sno-Isle Tech Prep
Contact Person: Patti Cartmill
Telephone: 206-653-0832 FAX: 360-653-9707 Internet Address:

Work Based Learning
Mentorships (especially for vocational students) are available. Paid work experience with training agreements are part of Cooperative Education in business, culinary arts and diversified occupations. Five at -risk students participate in the Boeing student internship program.

School Based Learning
Elementary students take part in career awareness activities; junior high students complete career assessments, begin their portfolios and plan their high school courses and activities according to career interests. Career Pathways have been implemented in grades 9 & 10, to include grades 11 & 12 in the next two years. An integrated Academy model based on Career Pathways in under study for the high school with anticipated implementation on a limited basis and the '95-'96 and '96-'97 school years. Career exploration and decision-making continues through the twelfth grade with career units and a school-to-work transition plan. Students reassess their goals and modify their educational plans at yearly intervals. Grant-funded activities including field trips, speakers and counseling provide information on job equity for all students. A career fair and education/college fair are yearly events.

Applied academics classes including communications and mathematics are available as well as Tech Prep classes in engineering/drafting and business office technology. Students can earn certificates of competency in business education, diversified occupations and culinary arts.

Connecting Activities for Work Based and School Based Learning
A team of staff and community representatives including vocational advisory committee members are developing the district's career pathways and aligning course offerings (9-12) within the career clusters. Representatives from the Tulalip Tribes serve on the School To Work transition team.

A collaborative agreement with Communities In Schools links the district to businesses country wide. The Snohomish County LINK Mentorship organization as well as a partnership with First Interstate Bank and The Herald generates work based opportunities for students. Data from a survey of local employers about necessary entry level skills is being integrated into the district's essential academic learning requirements. Marysville has articulation agreements with local community colleges in culinary arts and business and office technology.

A career counselor coordinates workplace learning opportunities and promotes the Tech Prep programs. The district also employs a Work Based Learning Coordinator who collaborates with business and industry on work based learning activities and is expanding the services of the schools' Job Placement Centers. Additional career guidance educational assistants have been added to help individualize the students' career assessments and school-to-work transition plans. An on-site caseworker from the Tulalip Tribes facilitates transitions back into school or into the workforce.

Staff development has focused on curriculum integration and career pathways. Staff has attended Tech Prep Conferences, visited exemplary School To Work programs and attended a presentation about the Central Valley SCOPE program. To observe how their subject areas apply in the workplace and to learn about careers in related fields, academic teachers participate in a Teacher-To-Industry program. Teachers also take part in the Boeing teacher internship program.

KEYWORDS: applied academics, apprenticeships, career assessment, career path, competencies, curriculum integration, mentoring, paid work experience, portfolio, staff development, student internship, teacher internship, Tech Prep, transition plan

District: **Methow School District** Legislative District
Project Title: Methow Valley as a Classroom Funds Received
Schools Served: Methow Valley High School No. Students Served:
Tech Prep Consortium: North Central Washington
Contact Person: Dennis A Young
Telephone: 509-996-2436 FAX: Internet Address

Work Based Learning
At Liberty Bell High School, all students participate in the Methow Valley as a Classroom Program (MVCR) where they spend a half a day each week with community volunteer instructors (mentors). This program offers over 200 off-campus opportunities in four strands: career/job skills, leisure, activities, and community service. Some students receive training through the Community Resource Training Program (CRT) from businesses who contract with the school to provide instruction in skills related directly to the students' vocational choices. A program of study is outlined in the students' Individual Education Plans (IEP). For those students in the Diversified Occupation Program (DO), off-campus work experience is coordinated with the school curriculum. Other opportunities for eligible students are available through the local JTPA agency and the Department of Social and Health Services.

School Based Learning
The school offers applied academics courses in communications and mathematics developed in part through the districts involvement in a Tech Prep consortium.

Connecting Activities for Work Based and School Based Learning
The many community volunteer instructors in the Methow Valley Community as Classroom Program include owners and employees of private businesses and government agencies as well as citizens willing to teach special skills such as sign language, writing and woodcarving. Volunteer instructors serve also as vocational and academic guidance counselors and provide student evaluations which in some cases can be used as job recommendations. Other community members provide transportation and assist with paper work and student registration for the program. An Energy Home Show and the Lake Study science field trip are school activities which connect the classroom with community experiences. Students take an active part in planning and presenting an annual community event to recognize and thank community participants.

A staff community volunteer coordinator oversees the Methow Valley as Classroom Program organizing informal student and volunteer instructor training (lack of funds and staff inhibit organized formal instructor training), arranging transportation and facilitating and monitoring student placements. Teachers serve as advocates for student by assisting with placements and making connections in the classroom to the students' community experiences. The DO and CRT Programs have their own coordinator.

While students are in the community, teachers are involved in networking and staff development. Staff members have attended conferences and workshops, often as presenters for a program which has received national recognition. Methow Valley as Classroom was featured in a video segment highlighting the School To Work Transition on TeacherTV. The school would like to strengthen its School To Work offerings with continued curriculum integration, team teaching with community experts and instituting senior projects and international exchange programs with other schools. Unfortunately, lack of funds and a shortage of staff have prevented the development of these ideas.

KEY WORD LIST: applied academics, community service, curriculum integration, mentoring, senior project, staff development, Tech-Prep, transition plan

District: **Mt Baker School District**
Project Title: Career Paths
Schools Served:
Tech Prep Consortium: Whatcom County
Contact Person: Pam Terhorst
Telephone: 206-592-3303 FAX:

Legislative District:
Funds Received:
No. Students Served:

Internet Address:

Work Based Learning

School Based Learning
Next year's ninth graders will be the first class to choose a career path in Mt. Baker High School's new program. A non-traditional career strand is included in the paths. The ninth grade will be taught a "core model combining academic and vocational classes with common themes and shared projects." Ninth graders will participate also in a grant-funded Sex Equity Youth Project. The school has a career center and career counselor.

Connecting Activities for Work Based and School Based Learning
The project team, including staff counselors, teachers, the vocational and curriculum directors and the principal, reports regularly to a community advisory committee. Partnerships with local businesses are being developed through the Whatcom County Tech Prep Consortium.

Staff development has included attendance at conferences. The Student Learning Improvement Grant for the high school targets curriculum integration.

KEYWORDS: career path, curriculum integration, staff development, Tech Prep

District: **New Market Skill Center** Legislative District
Project Title: Training-N-Transition Funds Received
Schools Served: No. Students Served: 164
Tech Prep Consortium:
Contact Person: (James H. Taylor)
Telephone: 206 586-9375 FAX: Internet Address

Work Based Learning
Many students enrolled in the New Market Vocation Skills Center's Training-N-Transition (TNT) Program have jobs and are receiving credit for their paid work experiences. Other students can participate in job shadowing and student internships.

School Based Learning
The program, which operates during the late afternoon and evening, offers classroom training in automotive technology and detailing, building technology, office skills, computer assisted design, computer programming and data processing, cosmetology, early childhood education, and culinary arts. GED preparation classes are available. Students in college preparatory classes will use their work experience to hone skills to paid for their post secondary education.

Connecting Activities for Work Based and School Based Learning
The Center collaborates with Thurston County Community Youth Services offering training designed to develop employability skills in high risk adolescents. The goal of the Training-N-Transition Program is "to break down barriers so students can be successful".

Two advocates for the students help them enroll and provide guidance with personal issues. A coordinator serves as a liaison to the students' worksites insuring appropriate instruction and arranging for credit for their on-the-job training..

KEY WORDS: job shadowing, paid work experience, student internship, teacher internship

District: **Nooksack Valley School District**
Project Title: Work Based Learning Program
Schools Served:
Tech Prep Consortium: Whatcom County
Contact Person: Deborah Granger
Telephone: 206-988-2641 FAX:

Legislative District:
Funds Received:
No. Students Served:

Internet Address:

Work Based Learning
The district is working on systematically increasing community-based learning opportunities. Job shadowing, internships, mentorships or apprenticeships will be a recommended part of the juniors' and seniors' career pathways activities. In addition we do career interest surveys at seventh, eighth, tenth, and eleventh grades. At present, seventh graders visit their parents' job site, and some at-risk students participate in student internships at a local grocery store chain (see below).

School Based Learning
The district began implementing its School To Work program during spring 1994. The plan includes integration of career awareness with the curriculum (7-12). A modified block schedule facilitates School To Work activities. Eighth graders take a career inventory, choose one of five career paths, begin a career-planning portfolio and initiate plans extending through their first two years of post-high school training. These plans are reviewed and revised yearly. Newly published career pathways brochures are available to help students schedule their high school course of study. At an updated career center, students have access to computerized career information and guidance programs, information on post high school training and community based learning opportunities. Tenth grade English curriculum includes resume writing and interviewing. Portfolios are reviewed on an annual basis. Juniors focus on post high school education and training by visiting local colleges and universities. Seniors review with a counselor their portfolios and plans; the school sponsors an evening event for seniors and their parents which includes financial aid information. Career Day and career exploration seminars are other annual events.

Nooksack Junior/Senior High School offers applied academics classes in communications and mathematics. Using forty acres of donated land, the Outdoor Education program integrates environmental sciences with hands-on carpentry and a woodshop program. The district is working to integrate Outdoor Education with the county-wide Tech Prep Environmental Sciences strand.

Connecting Activities for Work Based and School Based Learning
The School-to-Work Transition Task Force included teachers, counselors and administrators. This group presented their work to the school board, the Vocational Advisory Team and the high school Parent Advisory Committee for their input on career pathways, portfolios and curriculum integration. Representatives from local tribal offices are participating in the implementation of School to Work programs also. The district has formed a partnership with the Private Industry Council and intends to adapt the Council's SCANS-based program designed to help students connect work-based with school-based learning. The district used funds from a Serve America Grant to develop a network of local businesses, agencies and community members willing to provide work based opportunities. The RSVP organization will act as co-coordinator for student participation in community service projects. A partnership with Consumers Choice, Inc. has provided internships with mentors (see above). Employees of the store tutor weekly in the elementary school. Nooksack Valley has participated in the formation of a Whatcom County Tech Prep Consortium which is developing articulation agreements in business technology with Bellingham Technical College and Whatcom Community College.

A part-time career/vocational coordinator has been hired to assist with the School to Work transition; a career guidance counselor is stationed at the career center. Staff development has included attendance at the Work Now and in the Future and Tech Prep Conferences, Career Counseling for Change and applied academics workshops, visitations to exemplary School To Work programs and training on curriculum integration.

KEYWORDS: applied academics, apprenticeships, career day, career inventory, career path, community service, curriculum integration, job shadowing, mentoring, portfolio, staff development, student internship, teacher internship, Tech Prep

District: **Northshore School District** Legislative District: 1,44,45,32
Project Title: Career Opportunities for Northshore Funds Received: $95,250
Schools Served: five junior highs, four high schools No. Students Served: approx. 4,000
Tech Prep Consortium: Northeast Tech Prep Consortium
Contact Person: Dennis Milliken
Telephone: 206-489-6430 FAX: 206/ 489-6430 Internet Address:

Work Based Learning
Students internships are a component of Northshore's Restaurant/Hotel Management, Automotive Technology, Health Occupations, Graphic Arts and Cosmetology Programs. Health Occupations students, for example, intern for 180 hours at Harborview Medical Center and 120 hours at local long-term health care facilities; those in Restaurant/Hotel Management participate in paid and unpaid off-campus work experiences. Paid jobs are part of the Cooperative Occupational Experience programs in Marketing Education and Diversified Occupations. All work-based learning activities require contracts signed by students, parents, employers and school representatives.

Mentorships are available to students in both vocational and academic programs including fields related to education.
The district's alternative high school has a Friday schedule which requires student community involvement and networking; plans are underway for community service projects at all high schools.

School Based Learning
Career pathways were implemented fall 1994 at Bothell High School. A similar program will begin next year at Inglemoor. Prior to enrolling in high school, ninth graders take career inventories and select one of the following five pathways--Arts and Communication, Business and Marketing, Education and Human Services, Health Careers and Science and Technology. Recently published pathways brochures help students choose classes pertinent to their interests. Throughout high school, small groups of students with common career interests are guided by teachers serving as career path advisors. Dedicated time is scheduled for these advising activities.

Northshore's schools offer a variety of vocational programs (see above), applied academics classes in communications and mathematics and Tech Prep courses transferable to local colleges.

Connecting Activities for Work Based and School Based Learning
"Career Development" was identified as a major curricular area during the district's core competency development project. Supported by the Student Learning Improvement Grant, staff teams including junior high staff members worked on implementing career pathways and integrating career information, student portfolios and community service with the curriculum. The junior high staff met with parents to explain the school's transition to career pathways.

Membership in the National Alliance for Restructuring Education has facilitated developing the district's career pathways and given direction in planning for more work-based learning opportunities. The Washington Alliance for Systemic Change, a consortium of local school districts, is replicating the Boeing Internship Program which will provide 50-60 two and three-year internships for students and 10-12 teacher internships. Through the Alliance's Workforce Development group, members of the business and labor community help develop skill standards and curricula for the district's educational programs as well as provide worksites for students. Articulation agreements with local community and technical colleges are established or in progress. Up to 500 hours of internship in restaurant/hotel management articulates with Washington State University's program.

A part-time coordinator and assistant for the School To Work effort and three full-time certified occupational information specialists are employed by the district. Staff development has included attending National Alliance for Restructuring Education and the Designing the New American High

School conferences, a presentation on the Central Valley High School's SCOPE program, training in applied academics and a five-part equity training series on eliminating discrimination in the workplace. The district provides opportunities for staff to work on curriculum integration and project-based learning. Staff members also participate in job shadowing and the Boeing Teacher Internship Program.

The WA Alliance for Systemic Change has provided roll-out conferences on STW and Certificate of Mastery. National leaders and best practices are featured as components in these conferences. The four vocational directors in the Alliance districts serve as STW Learning Environment Network Leaders in Alliance endeavors.

KEYWORDS: applied academics, career inventory, career path, career path advisor, community service, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, staff development, student internship, teacher internship, Tech Prep

District: **North Thurston School District** Legislative District:
Project Title: Century Scholars: School -To-Work Transition Project Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium:
Contact Person: Gail Covington-McBride
Telephone: 206-493-9622 FAX: Internet Address:

Work Based Learning
This grant applies to New Century High School, an evening academic program serving Thurston County students with high ability and low motivation. Because students attend school during evening hours, many work during the day. Fifty percent of New Century's juniors and seniors are employed in work based learning sites through the school's Occupational Internship Program. Students are able to "try out" an occupation during a three-hour job shadowing. If the job is of sufficient interest, the shadowing experience becomes a ten-week mentorship

The Learning Community Projects program links teachers and groups of students with a business partner in different community service projects each semester. During the three days set aside for the experience, the team engages in a community based activities. For example, the Swamp Walk teamed students and a biology teacher with a representative of the City of Olympia's Water Management Program to monitor a wetland, compile and interpret information gathered at the site and build an educational display. As well as attempting to address the other SCANS objectives, the major goal of the projects is to have students see that classroom learning is related to the work world.

School Based Learning
In early 1995, the school plans to implement career academies in health careers, public service and business/marketing. These fields complement established work based learning sites. Students will take career interest inventories, develop a school-to-work plan and enroll in the appropriate academy. (In 1996, the school plans to begin on-campus summer computer camps which will utilize technology to teach critical thinking skills.) At present, classes are offered which include instruction in job hunting skills and work ethics; tutorials in goal setting, motivation and leadership are available throughout the school year.

Career panels and seminars taught by business and community members occur during Community Learning Projects. Students plan and research their projects and interact with the teams' business partners in the classroom as well as on-site (see above in work based learning).

Mathematics, science and technology are emphasized in the curriculum. During class time, computers are available; lap tops are checked out to students for home use. Two hour time blocks are scheduled for the freshman team-taught interdisciplinary curriculum. Students can take advantage of Tech Prep agreements with South Puget Sound Community College enrolling at other schools if courses are not available at New Century. The Running Start program is available to students wishing to enroll in college and receive high school credit for their courses. Students needing basic skills remediation can receive tutoring.

Connecting Activities for Work Based and School Based Learning
The Community Link Committee, comprised of representatives from higher education, county business people, local government leaders and public agencies, provide counseling and college advisement, employment sites for career exploration and shadowing opportunities, time and financial support, consultant services and full business partnerships. Evergreen State College and Washington State University collaborate with the New Century staff on activities which stress mathematics and science in everyday life. The school has developed a database of job shadowing sites in occupations represented by the career academies.

A Community Links Coordinator helps the staff and students design and implement their Learning Community Projects as well as assists the Project Director for New Century's School To Work transition.

The school is prepared to produce a video about its project and host workshops each summer for others schools interested in replication.
Staff development includes training in curriculum integration and portfolio assessment and on the Abacus system (a way of developing assessments and monitoring student progress). Some staff members also participate in job shadowing experiences.

KEYWORDS: career academy, career inventory, community service, curriculum integration, job shadowing, mentoring, portfolio, staff development, Tech Prep

District: **Peninsula School District** Legislative District
Project Title: School To Work Transition Project Funds Received
Schools Served: Gig Harbor and Peninsula High Schools and Henderson Bay Alternative School No. Students Served:
Tech Prep Consortium: Pierce County
Contact Person: Gerald W. Butts
Telephone: 206-857-3594 FAX: Internet Address

Work Based Learning
During the last year, one hundred and eighty-five Peninsula students participated in activities with worksite agreements. Activities included internships, rotating work experiences at a local telephone company for CAD students, and placements with Ecom, a local technology firm, for microcomputer students. At one school, an on-the-job training program for special education students is available. The district is trying to better relate its community service requirement to the School To Work effort and to link its in-school programs to the jobs of students working in areas not directly related to their career goals.

School Based Learning
The district is developing a career assessment program, designing a student planning and decision-making curriculum, and adopting a School To Work transition portfolio model for its sixth through twelfth graders. A curriculum bank for project-drive instruction is being developed for middle school students. Ninth graders study English linked to a business technology computer class. Gig Harbor High School has instituted career pathways and is integrating its curriculum with emphasis on including technology in all activities. Applied mathematics classes are available; more applied academics courses are being developed. The district intends to have its students assist the staff in organizing and delivering some of its programs particularly those using technology. An applied communication program is being developed around the expansion of the district's radio station. This effort is a partnership with Peninsula Light Company and will include a fully functioning television studio and video reproduction program. More students are enrolling in vocational technical classes. Students attend the Kitsap Peninsula Vocational Skills Center.

Connecting Activities for Work Based and School Based Learning
School To Work transition efforts have been focused on raising awareness and gaining staff, parent and community support for making "systemic change." The district held a "summit "of its department chairs, teachers, counselors, administrators and board members to discuss School To Work issues and set priorities for change. In addition, a nationally known speaker on economic and workplace changes addressed a joint staff-community meeting, provided a follow-up workshop with staff and made a presentation at local the Chamber of Commerce.

Staff development activities have included attendance at Work Now and in the Future and regional Tech Prep/School To Work Transition conferences and a ten week Tech Prep Teleconference for secondary teachers. A Boeing Tech Prep Representative and the coordinator of the Pierce County Tech Prep consortium have discussed with staff members the importance of School to Work Transition programs. Training to help teachers develop class assignments that prepare students for work directly related to their career pathways is being planned. Teacher internships at Boeing are available.

An administrator for secondary curriculum and vocation/technical programs was added to the staff. A new half-time middle school counselor with the advice of a consultant is coordinating and implementing a comprehensive 6-12 career development guidance program and working to increase the number of quality, work-based experiences for students. The consultant is continuing the district's efforts for systemic change by designing staff development activities and community information programs. The district is increasing the staffing for the diversified occupations and marketing program allowing more students to enroll as more job placements are available.

Thirteen vocation/technical program committees and a general advisory committee are working with instructors on work-specific competencies. The district is developing Tech Prep articulation agreements with Tacoma Community College in five vocational/technical areas. A graduate job placement service is planned as well as a program evaluation to be linked to the data collection procedures in vocation/technical programs.

KEY WORDS: applied academics, career assessment, career path, community service, competencies, curriculum integration, portfolio, staff development, teacher internship, Tech-Prep

District: **Puyallup School District** Legislative District:
Project Title: School-to-Work Transition Plan Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Pierce County Tech Prep (PROTEC)
Contact Person: Karen Hansen
Telephone: 206-841-8761 FAX: 206-840-8884 Internet Address:

Work Based Learning
All Puyallup's eleventh and twelfth graders will have access to work or community-based experiences when the School To Work transition is fully implemented. Currently, vocational students can participate in an expanded Cooperative Work Experience program. The district is coordinating efforts with the Private Industry Council to develop paid youth apprenticeships and internships particularly for students interested in health care.

School Based Learning
Eighth and ninth graders work with career specialists on taking career assessments, obtaining career information and identifying a career interest area in one of five career strands (career pathways): Business and Administrative Services, Communication and Arts, Health, Education and Human Services, Industry and Technology, and Science and Natural Resources. Career strand brochures, including a Tech Prep insert listing programs available in the Pierce County area, are available to help students select their high school classes. Junior high students also begin their Transition Plan Folder (portfolio). These folders are updated periodically, and career interest assessments and goal setting is ongoing throughout high school. Juniors and seniors identify and explore post high school educational options; a career-oriented senior project is required for graduation at Gov. Rogers High School.

Vocational class curriculum is performance-based and has been expanded to include SCANS skills. Tech Prep programs are being developed in business, manufacturing, environmental science and medical science. The District is working to obtain articulative agreement with postsecondary evaluators in these program areas.

Connecting Activities for Work Based and School Based Learning
During the 1993-94 school year, a district transition team of staff members developed a transition philosophy and awareness publicity plan aimed at staff, district administrators, the business community and the school board. This plan is being implemented during the 1994-95 school year. The school board has appointed community members to a Council for Workforce Training which is responsible for the district's work based learning efforts. The Council is currently developing work-based opportunities and competencies for the Certificate of Advanced Mastery. Representatives from local colleges serve as ad hoc committee members. In addition, the district's twenty-four vocational advisory councils are now organized around the five new career strands.

The Eastern Pierce County Chamber of Commerce is helping identify local employers willing to assist with work based learning experiences including job shadowing, mentorships, presentations and field trips. This information will be contained in a database available to teachers wishing to use community resources in their instruction. The Private Industry Council is helping develop "Standards for School-to-Work Transition Modules," thirteen units covering workplace readiness competencies which will be infused into a variety of courses within each career strand.
The district has articulation agreements with Pierce County community and technical colleges.

Two junior high two senior high career specialists advise planning, provide current occupational information, and assist both students and staff with community based career activities. Transition Specialists direct the work based learning and assist students with their transition into post-high school options. They are working to develop work site competencies for each community site, support activities for work site supervisors, and a handbook to assist work-site supervisors. They also provide current

workplace information and inservice training on career activities to the staff. The staff at both high schools are planning a student advisory program designed to give more individualized assistance to students. Teachers are working on developing assessment instruments in community- and school-based transitional activities. Staff development has included attendance at conferences on School To Work transition and applied academics. All vocational-technical teachers have at least 25 hours of extended time for profession development and inservice training. Most have 125 hours for these activities.

KEYWORDS: applied academics, apprenticeships, career assessment, career path, career path advisor, competencies, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, senior project, staff development, student internship, Tech Prep

District: **Richland School District** Legislative District:
Project Title: Transitions for Highest Standards Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Columbia Basin Tech Prep Consortium
Contact Person: Teri Kessie
Telephone: 509-946-5121 FAX: Internet Address:

Work Based Learning
Students in the Cooperative Office Education and Inquiry into Science programs participate in paid work experiences with training agreements signed by students, parents, school officials and employers. The school also offers a Cooperative Work Experience program in marketing. These programs continue to offer students invaluable experiences. We are currently working to increase sites in the private sector as the Hanford site prepares to downsize. However, even with massive contractors have chosen to maintain cooperative programs at current levels. Eligible students can receive job training through Job Training and Partnership Act (JTPA) funds. JTPA money is being utilized to help prepare 10 special education students workplace readiness skills through paid internships.

The district plans to implement a work-based activity at each grade level. Currently, ninth graders participate in a job shadowing experience as part of a career unit. Job shadowing will become a sophomore activity, and ninth graders will attend the World of Work Career Fair instead. The school will assign its juniors a business mentor/advisor with assignments to complete with this mentor during the school year; senior projects, conducted as group internships, will focus on solving a problem and presenting the solution to local business leaders. A committee of counselors, administrators, teachers, and community members is continuing work to finalize a "scope and sequence" that will be supported by the entire staff. Freshman are preparing to attend the World of Work Career Fair with an extensive career unit; we will add the other events as this class moves up. Our consumer teachers are working to revise their curriculum to become the culminating School-to-Work effort for seniors;

School Based Learning
After meeting with a counselor for career guidance, ninth and tenth graders use the computerized Washington Occupational Information System to develop career-oriented short and long range plans. Students also have access to software versions of the Occupational Outlooks Handbook and Dictionary of Occupational Titles. A career center has been organized in the high school library. We are working to enhance these opportunities for our students by looking at other available career assessment programs such as the American College Testing Discover program. We are presently working with Carmicheal and Chief Joseph middle schools to start the career assessment in the eighth grade.

An increasingly integrated curriculum is offered. It includes a Food and Fitness and Keyboarding/Language Arts course. Other applied academics projects underway are a ninth grade Language Arts Career Unit /Shadow Day, Marketing/German International Marketing and an Engineering/Science class. We are also studying the feasibility of going to a four period day in 1996-97 to enhance integration efforts.

Connecting Activities for Work Based and School Based Learning
Educators, students, community members and parents helped develop and implement Richland's School To Work transition. The district is scheduled to incorporate career pathways into their program during the 1995-96 school year.

Richland works with the Mid Columbia Youth Consortium (JTPA) and the Collaboration of Vocational and Special Educators which facilitates school-to-work transition plans for students with special needs. The Tech Prep Consortium, a General Advisory Council and 100 business people provide planning and resources for the area's World of Work Career Fair. The Hanford Educational Pipeline Consortium, a coalition of superintendents, vocational directors and Department of Energy contractors, is the area's

clearinghouse for a variety of educational programs which expose students to "work-day realities." A plan is underway for Westinghouse Hanford to loan an executive to help with local School To Work transition efforts. This consortium has helped Richland High School-to-Work efforts in many ways, such as mock interviews given by their employees to over 500 Richland School District students. Tech Prep articulation agreements are in place with Columbia Basin Community College for Richland's welding program. Auto Tech and business Tech are in the midst of their work to develop articulation agreements; our consortium has been chosen to pilot the state auto scanning system. Our community college instructors have been working diligently alongside our instructor to get this opportunity up and running for our students. Student participants in JTPA have increased substantially since last year. We are currently putting together our summer program which will include a course which models the state Teachers Recruiting Future Teachers program. Richland High teachers will also be joining area vocational and special educators for a workshop on how to help special education students meet Individualized Transition Plan goals.

By combining School To Work and district funds, Richland has hired a School To Work Transition Coordinator for 1994-95 school year. The district hopes to hire a Occupation Information Specialist to provide more career guidance to its students. The staff has attended the Work Now and In The Future and several Tech Prep conferences, visited Portland and Mount Hood Community Colleges and participated in a workshop on Central Valley's SCOPE program. Other staff development has included a workshop with a consultant on developing a restructuring philosophy and plan and training for ninth grade teachers on a career academy model. Funds were used to pay teachers for an extra day to learn more about School-to-Work; even though attendance was optional, about 99% of the staff chose to attend. Staff has exchanged information during an inservice about the contents of their classes. In order to make connections for curriculum integration, a visual aid was developed to illustrate the scope and sequences of all courses.

KEYWORDS: career academy, career path, competencies, curriculum integration, job shadowing, mentoring, paid work experience, senior project, staff development, student internship, Tech Prep, transition plan

District: **Riverview School District**
Project Title: Bridging School and Work
Schools Served:
Tech Prep Consortium: Northeast Tech Prep Consortium
Contact Person: John Irion
Telephone: 206-788-6610 FAX: (206) 788-4842

Legislative District:
Funds Received:
No. Students Served:

Internet Address: jirion@psesd.wednet.edu

Work Based Learning
Riverview is initiating work-based learning during the 1994-95 school year. Opportunities for students will eventually include: mentorships, field trips, job shadowing, job training and student apprenticeships. Mentors are required for senior projects (see below).

School Based Learning
The district is expanding its career education program to its middle school. Career awareness activities will include taking a career inventory, writing a research paper, using the Washington Occupational Information System to obtain career information, developing a six-year academic plan and attending a career day. High school students focus on one of five newly implemented career pathways: Business, Administration and Marketing, Industry and Technology, Arts and Communication, Science and Natural Resources or Health and Human Services. Ninth, tenth and eleventh graders take sequential career units. Juniors complete a resume during their English class, and students in all disciplines develop a portfolio. Both the high school and middle school now have career resource centers.

Middle school and high school teachers are reviewing/revising curriculum units and assessments to integrate academics and the world of work. The district requires a keyboarding/information processing class for graduation. Students complete their senior project by researching an area of interest, designing and creating a project, writing a research paper and presenting it to a panel of community members and school staff.

Connecting Activities for Work Based and School Based Learning
To provide leadership in the School To Work transition, the district organized three committees of staff and community members. The Career Education Committee works on expanding career education to the middle school and enhancing career day. The Project Futures Committee developed the five career pathways and is working on curriculum integration and benchmarks for student performance. The Joint Venture Committee focuses on school-business partnerships. This committee produced a brochure outlining twelve areas in which businesses can collaborate with the schools. The brochure is used for identifying and recruiting businesses to be paired with students and staff. Because the Riverview School District serves Carnation and Duvall, two small communities with limited career opportunities, the committee is approaching businesses outside the immediate area. The district participates in the Northeast Tech Prep Consortium which includes three community colleges, a private technical college and two four-year institutions.

A head counselor position was created to provide leadership and direction for K-12 guidance and counseling; the high school has a career education specialist. Staff development has included inservice focused on School To Work transition for all high school and middle school staff. A middle school inservice on developing a performance-base system of instruction has provided opportunities to integrate career education with the curriculum. Academic teachers have attended a vocational conference and are developing an integrated, performance-based curriculum at the high school.

KEYWORDS: apprenticeships, career day, career inventory, career path, curriculum integration, job shadowing, mentoring, portfolio, senior project, staff development, Tech Prep

District: **Seattle School District**
Project Title: Roads to Success
Schools Served: Rainier Beach High School
Tech Prep Consortium:
Contact Person: Marta Cano Hinz
Telephone: 206-281-6090 FAX:

Legislative District:
Funds Received:
No. Students Served:
Internet Address:

Work Based Learning
This grant was awarded to the Seattle School District for Rainier Beach High School's Roads to Success program. The program's work based learning activities will be implemented during the 1995-96 school year. Rainier Beach's tenth graders will participate in job shadowing and community service. Eleventh and twelfth graders will take part in mentoring, internships or apprenticeships. Paid work experience may be available as well.

The school's established Teaching Academy magnet program includes tutoring, internships, practice teaching and mentoring of younger students. (Its community service component will be the model for the wider application in Roads to Success.) Currently, students with special needs participate in career exploration/shadowing, mentoring and apprenticeships through the Belief Academy (see below). Some Tech Prep students take part in Boeing student internships.

School Based Learning
School based learning components of the Roads to Success program were implemented fall 1994. Incoming freshmen are now enrolled in a language arts and social studies class which encompasses social skills, study skills and career exploration. The class is team taught during a block schedule and is intended to help students make a smooth transition from middle to high school and into a career path. Ninth graders work on career readiness skills through a series of units taught by the career specialist, take an aptitude test prior to selecting a career path and formulate an individualized four-year plan. Tenth graders will focus on their career pathways and participate in community service next year. Portfolios and senior projects are also components of the Roads to Success Program.

Ninth graders are required to take a class in computer literacy. An applied mathematics class is available as well as applied academics courses in two other departments. Rainier Beach offers twenty-one Tech Prep classes and a career academy program for future teachers (see above).

Connecting Activities for Work Based and School Based Learning
Rainier Beach's new career path program was the focus of its strategic plan. This plan is supported by the school's Site Council as well as the PTSA, the Alumni Association, the Chamber of Commerce and Cities in the Schools. Forty business and community people and parents attended a May Release Day to learn about and possibly participate in Roads to Success. Students, parents and community members are included in the program's ongoing development.

Rainier Beach has partnerships with The Boeing Company, South Seattle Community College and Johnson and Higgins, Inc. The University of Washington, sponsor of the Belief Academy, obtained a federal grant to demonstrate that a school-to-work transition program can benefit students with special needs. Eleven Tech Prep articulation agreements are in place. Representatives from Rainier Beach serve on the Strategic Planning Committee for the Tech Prep consortium.

All staff members have chosen a pathway in which to participate, and a Leadership Team with members from each of the four pathways has been organized. A Pathways Coordinator from the team articulates its activities with the school's departments and grade level teams. The counseling staff has been expanded by one FTE, and a counselor is assigned to each career pathway. The career counselor's role has been redefined recently to more closely match the goals of School To Work transition. Staff development has included Instructional Technology workshops led by Boeing personnel to acquaint the staff with current

technology and the use of software in the classroom; some staff members take part in Boeing teacher internships during the summer months.

KEYWORDS: applied academics, apprenticeships, career academy, career path, community service, job shadowing, mentoring, paid work experience, portfolio, senior project, staff development, student internship, teacher internship, Tech Prep.

District: **Sumner School District** Legislative District
Project Title: School-to-Work Connections Funds Received
Schools Served: Lakeridge and Sumner Junior Highs No. Students Served
Tech Prep Consortiums: PROTEC and South King County
Contact Person: Ron Munkres
Telephone: 206-863-2201 FAX: Internet Address

Work Based Learning
Opportunities for mentorships, job shadowing and cooperative work experience activities are being developed. Using the Boeing model, the district is planning other internships. Current Tech Prep internships extend through post secondary training. On-site instruction in carpentry, painting and masonry is available through Bates Technical College as well as apprenticeships in health related fields through the Private Industry Council. Seniors contact employers, apprenticeship representatives, and post secondary training programs or colleges during a school release day.

School Based Learning
Its Career Futures Program (7-12) includes student portfolios, a choice of five career paths (9) and a thirteenth year education plan. Junior high students use the Washington Occupational Information System (WOIS) and, as eighth graders, complete career research paper. In the '95-'96 school year, the program plans on offering students pre-employment and work readiness training. Student research projects such as a land lab and farmers market (school-based enterprise) include both academic and vocational aspects and industry mentors. A senior project is required. Employers participate in a career day; an educational career fair brings colleges and training programs to the high schools. In an arrangement with Bates Technical College, students in construction classes are dual enrolled and can receive advanced placement credits. The district is exploring similar possibilities in electronics. Tech Prep classes are available in the five career paths.

Connecting Activities for Work Based and School Based Learning
For the '95-'96 school year, the district is trying to implement a partnership with the Private Industry Council (PIC). The PIC would provide job information and labor market trends to the Career Center and would employ a School-to-Work Coordinator who coordinates community activities and develops a community resource bank for both Sumner and two neighboring school districts. Along with the Pierce County Cooperative of Vocational and Special Education, the PIC will attempt to develop work readiness modules, and with Boeing and employers in the Business/Education Links to Learning (BELL), the agency would help develop more student internships. A School-To-Work Transition Council has brought together other representatives from education, labor, business, community based organizations and government, and the district has established a Communities for Families Consortium to help ensure services for all students and their families.

The district's long range goal for curriculum integration will eliminate the general education track and provides integrated education for both its tech college prep students. Sumner High School is serving as an integration model for the South Regional Education Board with a POD system teaming academic and vocational teachers. With guidance from a consultant , the district is developing School To Work goals for school leadership and a comprehensive career counseling system for the students.

Late start planning time allows teachers to plan integration activities. Staff development has included involvement in the Vanguard Project and attendance at the Work Now and in the Future, School-to-Work Tech Prep and South Regional Education Board Conferences. Teachers also take advantage of internships at Boeing and through the Superintendent of Public Instruction.

With PROTEC and the South King County Tech Prep Consortium, the district is developing competencies which can lead to certificates of mastery allowing students advanced placement in colleges and training programs. The school is involved in its students' thirteenth year. A system for student follow up and for

evaluating program changes will hopefully be in place in '95-'96 ; Under it, students who have dropped out are contacted with information on the work related opportunities now available.

KEY WORDS: apprenticeships, career assessment, career day, career path, competencies, curriculum integration, job shadowing, mentoring, portfolio, school-based enterprise, senior project, staff development, student internship, teacher internship, Tech-Prep.

District: **Tacoma School District** Legislative District:
Project Title: Enhancing Career Paths Funds Received:
Schools Served: Mt. Tahoma High School No. Students Served:
Tech Prep Consortium: Pierce Regional Occupational-Technical Education Consortium (PRO-TEC)
Contact Person: Jane Pryor
Telephone: 206-596-1456 FAX: Internet Address:

Work Based Learning
Health occupations students participate in job shadowing at dental and veterinarian clinics and in surgery placements at local hospitals. Washington Natural Gas provides job shadowing for students in the computer-aided drafting program. Students care for nursery stock and help plant trees for the City of Tacoma in a collaborative agreement between the City and the District. Through a partnership with the Private Industry Council, approximately thirty-five students participate in a District-wide internship program for which they receive two diversified occupations credits. A few students participate in Boeing summer internships. The School To Work transition project calls for expanding work based opportunities beginning in 1994 to include 25 internships for tenth through twelfth grade students. The District also plans to establish Business Internships for its ninth graders: students will participate in a career exploration at local businesses and business people will make presentations in the classrooms about specific jobs. A career day for each pathway is also being planned.

School Based Learning
The District uses a K-12 guidance model for counseling based on a life career development approach. Since 1991, Mt. Tahoma High School has had five career pathways: Arts and Communication, Business and Marketing, Engineering and Industry, Health and Human Services and Science and the Environment. Ninth graders choose a Career Pathway based on evaluation of aptitude tests, interest inventories, and career opportunity exploration. They develop a four-year plan and select their high school classes based upon their career pathway. With the help of school counselors, students are developing individual portfolios, containing academic, personal and career related information. These porfolios are continually updated and a process has begun to assimilate the content onto personal portfolio disks. Mt. Tahoma High School has an integrated curriculum organized around the students' career goals. Tech Prep classes in health care occupations, computer-aided drafting, business occupations, horticulture technology and automotive technology are available.

Connecting Activities for Work Based and School Based Learning
The purpose of the District's School To Work transition grant is to enhance an established career pathways model at Mt. Tahoma High School. The primary activity in the 1994/95 school year is to establish and enhance relationships with the business community. This is being accomplished through Mt. Tahoma's membership in the Tacoma/Pierce County Chamber of Commerce and the local Rotary organizations. Mt. Tahoma recognizes that we must go out to the business community and spend time with them rather than waiting for them to come to us.

In an attempt to expand the student internship programs (see above) and the Summer Teacher Internship program, the district is working with the Chamber of Commerce. A business/school summit provided names of willing resources for the ninth grade Business Internship project. The District has Tech Prep articulation agreements in place with county technical and community colleges (see above).

The School-to-Work Project Coordinator is developing new student and teacher internships and building a database of work-based resources for the Business Internship program. Teachers are grouped into five Career Path Teams, four Grade Level Teams and departmental groups which support the career pathways model. The staff at Mt. Tahoma has provided information and training on pathways to the District's other four high schools and several other high schools in Washington. Staff development includes participation in Boeing teacher internships and in the District's Summer Teacher Internship program at local businesses.

KEYWORDS: career day, career path, curriculum integration, job shadowing, portfolio, staff development, student internship, teacher internship, Tech Prep

District: **Tri-City Area Cooperative** Legislative District:
Project Title: School-To-Work Cooperative Funds Received:
Schools Served: No. Students Served:
Tech Prep Consortium: Columbia Basin
Contact Person: Terri Kessie
Telephone: 509-736-2589 FAX: Internet Address:

Work Based Learning
Schools making up the Tri-City Area Cooperative offer work-based programs such as Cooperative Office Education, Inquiry into Science, job shadow exchanges for teachers and business people and the SeaFirst job and mentor program for at-risk students. JTPA-funded paid work experience and the traditional Cooperative Work Experience Programs are available also. Currently 200-250 students participate in a variety of school-to-work internships. They are assigned business mentors who help them complete established competencies for school credit.

School Based Learning
Applied academics, block scheduling and a school-within-a school model are some of the School To Work elements offered by districts in the Tri-City Cooperative. Depending upon the school, computer-based interest inventories, career pathways programs, comprehensive K-12 guidance and/or "career path advisors" from industry are available to the students.

Connecting Activities for Work Based and School Based Learning
This School-To-Work grant facilitates the efforts of the Tri-City Cooperative and the Hanford Educational Consortium, an organization of Department of Energy contractors, local school superintendents, Columbia Basin College and school vocational directors, to expand student internship opportunities. The Chamber of Commerce and the Mid Columbia Youth consortium (JTPA) are also partners in this undertaking.

In addition, the Cooperative intends "to bring the world of work into the K through 8 classrooms" by developing a Clearinghouse Directory. This database will list community resources for special presentations, speakers, career days, mentorships, job shadowing career research and class projects.

Counselors from each district in the Cooperative attend monthly meetings with school administrators at the Tri-Tech Vocational Skills Center to plan strategies to enhance School to Work efforts. This group will help implement the Cooperative's project which will be evaluated upon increased work-based opportunities and an increased number of students developing educational goals around a career path. A growth in the number of business/industry people involved in the School to Work effort will be an outcome also.

Along with the organizations and agencies who are directly involved in this project, the Cooperative works with the TriCity Economic Development Council (TriDec), school site councils, other state and federal School to Work Programs, the School-Business Partnership Program, individual small businesses and the Secondary Vocational Education Delivery Program. The local Tech Prep consortium has an articulation agreement in welding; agreements in office and automotive technology are being developed.

Staff development funded by the grant focuses upon increasing the awareness of the importance of connecting school- and work-based learning. The staff will be trained to utilize the Clearinghouse Directory and the internships opportunities available for their students.

KEYWORDS: applied academics, career assessment, career day, career inventory, career path, career path advisor, competencies, job shadowing, mentoring, paid work experience, portfolio, staff development, student internship, Tech Prep

District: **Tri-District** | Legislative District:
Project Title: Tri-District Human Services Program | Funds Received:
Schools Served: | No. Students Served:
Tech Prep Consortium: Twin County and Willapa Harbor Tri-District
Contact Person: Robert C. Pattee
Telephone: 206-942-2668 FAX: Internet Address:

Work Based Learning
Students in Diversified Occupations can participate in a co-operative work experience option related to their career choice.

School Based Learning
Eighth and ninth graders have a career awareness and career assessment unit in their required entry level vocational classes during which they develop a four year enrollment plan. Career guidance is a team effort among counselors and vocational instructors. Students undecided about a specific career are encouraged to enroll in Diversified Occupations. Student portfolios are maintained and Career Centers have been developed. Applied academics offerings include biology/chemistry, mathematics, communications and Principles of Technology. Tech Prep classes are available in Natural Resources and Information Technology. The School To Work transition funds are helping to initiate a Human Services Tech Prep program including courses in crisis intervention, mental health, social services, medical terminology, healthcare, nursing and law enforcement.

Connecting Activities for Work Based and School Based Learning
Part of the School To Work transition funds were used to develop partnerships with local businesses, organizations and government agencies to support the Human Services Program. These community resources include the Department of Social and Health Service, Grays Harbor College, Willapa Harbor Care Center, Willapa Harbor Hospital and local law enforcement officials.

The Port of Willapa Harbor is another partner. It provides a centrally located facility at a "reduced lease" for the established Aquaculture Program and helps with a "net pen enhancement project" for salmon. Tri-District also has partnerships with local shellfish producers and seafood canneries who aid in production and processing projects for the program. Tri-District has hosted an Aquaculture inservice for instructors.

Tech Prep articulation agreements are established with Grays Harbor College (see above).

Part-time instructors in nursing and human services have been hired for the Human Services Program. The grant has provided staff development and on-site research opportunities particularly for expanding course offerings in applied academics. Monthly release time is available for vocational and special education teachers and administrators to meet for planning School To Work transitions for Tri-District's special needs students.

KEYWORDS: applied academics, career assessment, portfolio, staff development, Tech Prep

District: **Vancouver School District/Clark County Consortium** Legislative District
Project Title: **Career Connections** Funds Received
Schools Served: No. Students Served:
Tech Prep Consortium: Southwest Washington
Contact Person: Jill Carpenter
Telephone: 206-696-7217 FAX: Internet Address

Work Based Learning
Students in schools which make up the consortium can participate in job shadowing, mentorships, internships and community service learning experiences. In the Evergreen School District at-risk fifth grade girls receive the special attention of adult women mentors. Students with special needs have one-on-one job coaches at their worksites; those with limited English have special tutors. Vancouver School District provides a Career Focus Program that is a daily on-site job experience with credit and employability skills seminars. Battle Ground students can prepare for a career in fire fighting and emergency services through a program with Clark County Fire District. Paid work experiences are available in a Cooperative Work Experience program.

School Based Learning
The district goal is for eighth graders to develop an Individual Career Plan which includes a portfolio and enrollment in one of six career pathways. After earning the initial certificate of mastery, students take courses and participate in work based learning experiences linked to their career path. An increasingly integrated curriculum, in some schools delivered by groups of teachers or in schools-within-schools settings, includes applied academics in communications and mathematics. Battleground High School is developing applied biology/chemistry classes. Special education is focused on a vocational/academic integrated curriculum. Programs support non-traditional career choices for women, and at the Skills Center, traditionally male programs and traditionally female programs are teamed to promote positive working relations between genders. A Running Start Program offers advanced placement classes for the academically talented. Students completing a Skills Center program receive an interim certificate specifying competencies acceptable for entry employment in their career path. The goal is to also provide students with a Tech Prep option linked with Clark College and earn an industry-recognized skill certificate and eventually an associate degree.

Connecting Activities for Work Based and School Based Learning
The Columbia River Economic Development Council has provided local workforce information for the consortium's School To Work effort. Staff, parents and school board members have attended workshops on instituting career pathways and performance-based instruction and on strategies for working with a diverse population. A partnership with the health care community has developed work based opportunities and career options in health occupations. The Public School Employees Union and the Southwest Washington Child Care Consortium have developed a registered apprenticeship program. Competencies are being developed jointly by teachers and a coalition of business representatives and are validated by various businesses. A community resource database and computerized communication network between schools is being designed to coordinate the work based learning activities. The ESD Business /Education Cooperative is linking schools with businesses through e-mail.

Career Facilitators at the middle/junior high school, School To Work Coordinators at the high schools Skills Center develop and coordinate workbased learning opportunities. In addition, a business/education partnership cooperative established by the ESD provides a half-time coordinator who promotes partnerships programs for K-12. Clark Community College also employs a full time Tech Prep Coordinator.

Staff development includes team building and curriculum development. The consortium sends teachers to conferences and on site visits which are helpful in implementing Tech Prep courses. Secondary staff take

part in field trips to worksites and summer internships. A symposium on School To Work issues is being planned

Consortium high schools are developing Tech Prep opportunities with Clark College which are presently focused on Business Education and Machine Tool Technology. The schools have advanced placement agreements and envision future involvement with the Vancouver branch of Washington State University.

KEY WORDS: applied academics, apprenticeships, career path, community service, competencies, curriculum integration, job shadowing, mentoring, paid work experience, portfolio, student internship, teacher internship, Tech-Prep

District: **Wapato School District** | Legislative District:
Project Title: Educational and Career Opportunities Advisement | Funds Received:
Schools Served: Wapato High School and Pace Alternative School | No. Students Served:
Tech Prep Consortium:
Contact Person: Rick Foss
Telephone: 509-877-4181 FAX: Internet Address:

Work Based Learning
The District plans to have all students complete a job shadowing experience prior to their graduation. At present, eligible students may participate in work-based opportunities through JTPA or Opportunities Industrialization Center programs. High school students can serve as peer mentors for elementary students through an in-house program for those interested in a teaching career. The District is exploring involvement in a JOBS program which will provide more work-based opportunities for some of its students.

School Based Learning
Eighth graders complete interest inventories, select a career pathways and pre-register in appropriate high school classes. Ninth graders begin a career portfolio, research their pathway using the Washington Occupational Information System (WOIS), take a skills classes which is integrated with English and write a research paper. Tenth graders take an aptitude test and give an oral presentation based upon their aptitude research. Juniors take the Kuder Assessment, write a paper in their history class after interviewing a person connected with their pathway. Seniors complete a senior project which is presented to community members, parents, teachers and their peers. Computer-assisted, career-orient resources other than WOIS are available and classroom presentations and job fairs are elements of Wapato's School To Work effort.

The school has attempted to incorporate the SCAN's skills into all areas of the curriculum. Applied mathematics classes are offered. A Running Start Program is available for Wapato students at Yakima Valley Community College and students may attend classes at Yakima Valley Skills Center.

Connecting Activities for Work Based and School Based Learning
During the 1994-95 school year, the District is implementing a Community Partnership Board with members identified by the school staff and Vocational Advisory Committee.

Teachers, counselors, administrators and the Vocational Advisory group visited or received in-service training from the staff of four exemplary School To Work programs. Staff members have taken a career decision making assessment, been trained to serve as career path advisors and visited a job site within their pathway . Additional staff development has included presentations from Randy Dorn, Chair of the House Educational Committee and career education consultant, Cal Crow.

KEYWORDS: applied academics, career inventory, career path, career path advisor, job shadowing, mentoring, portfolio, senior project, staff development, teacher internship

District: **Wenatchee School District**
Project Title: School-To-Work Transition Program
Schools Served: Wenatchee and West Side High Schools
Tech Prep Consortium: North Central Washington
Contact Person: Landon A. Fitch
Telephone: 509-663-8161 FAX:

Legislative District:
Funds Received:
No. Students Served:

Internet Address:

Work Based Learning
At present, students have mentors at Chelan County Public Utilities District, other government agencies and some health care facilities. Cooperative Education work experience is being expanded as a component of business and marketing education. The district is working on increasing mentorships so more students can participate and is developing an apprenticeship program to provide experiences in other career fields. The Career Center has a job listing service.

School Based Learning
Some freshmen begin high school in Connections, a career focused pilot program with its core curriculum delivered in a School To Work context. Their ninth grade activities include using a computerized exploration program for selecting career paths. (The career pathway concept is being piloted this year.) Job related information is infused into the regular education program for all freshmen and sophomores. Students may enroll in Applied Mathematics and Applied Communications classes as well as Applied Physics/Principles of Technology. More sections of the applied academics classes are being added and advanced courses will be offered. Tech Prep classes in agricultural and health-related fields are available.

School-based enterprises at Wenatchee include a school store, an espresso cart, an orchard and a greenhouse. A Summer Employment Fair held during spring term includes workshops for students on resume writing, interviewing and dressing appropriately for a job.

Connecting Activities for Work Based and School Based Learning
Community members as well as district staff and students are part of the School To Work transition team. The employment fair is a joint project between the school and the local Rotary Club with the assistance of the General Advisory Committee of the Wenatchee Workforce Council. A School To Work Coordinator is working with the business community to expand the work based opportunities for students. As the Tech Prep program develops, teachers and, particularly, school counselors are coordinating their efforts with their peers at Wenatchee Valley College. Articulation agreements are now in place with the College in tree fruit, health occupations and sports medicine. Some programs articulate with Washington State and Central Washington Universities as well.

After spending the first year of the transition gathering support for the program, educating staff, students and the community and planning the introduction of career pathways, the district began its second year with an opening day presentation by Representative Randy Dorn. Staff development has included attending conferences, visiting exemplary School To Work programs and training in applied academics and the computerized career exploration program. A science teacher has received dual certification in agriculture education, and the school counselors have been trained in the career pathways concept. The district is now exploring a Back To Industry Program to update its staff members on business and industry practices so they can more effectively incorporate current information in their lessons.

KEYWORDS: applied academics, apprenticeships, career path, mentoring, school-based enterprise, staff development, Tech Prep

District: **Woodland School District** Legislative District:
Project Title: FOCUS/PATHWAYS Funds Received:
Schools Served: Woodland High No. Students Served:
Tech Prep Consortium: Clark-LCC
Contact Person: Laurie Wilhite
Telephone: 360-573-7082 FAX: 360-225-9456 Internet Address:

Work Based Learning
Woodland students participate in a three-hour job shadowing at a work site connected with their career path. Two students each month attend Chamber of Commerce meetings to learn about local careers and businesses. Students also attend the Career Day for Women in Math and Science and the Exploring New Options Career Day, both held at Clark College in Vancouver.

School Based Learning
Students begin an individualized career portfolio in the sixth grade and develop it each year through grade 12 with the help of school counselors and infusion into all parts of the curriculum. Portfolio components such as resume, letter of application are finalized through the English class. Students take aptitude tests and interest inventories in order to help them identify appropriate career pathways. The District is developing a Career Center in the library and has purchased several computers, software and reference materials dedicated to career research. A computer on a rolling cart will be available to teachers to check out for portfolio activities. (Middle and high school students share the same facilities.) A bi-annual Career Day includes presentations on local careers and Career Path speakers. The Career Day includes information on non-traditional career opportunities. The effort towards curriculum integration will be aided by the District's new four-period schedule which begins in 1995-96. Teachers will receive inservice on integration, project learning, and teaching extended block periods. Cal Crow presented career information at an inservice this year. Applied mathematics includes a senior project on purchasing a car, and students with special needs have conducted an auction of surplus building materials. Tech Prep classes in several areas are available (see below).

Connecting Activities for Work Based and School Based Learning
The management team for the FOCUS program is comprised of counselors, teachers, parents, local business people and school advisory committee members. A FOCUS staff team meets monthly to review goals, design implementation strategies and establish connecting activities related to the portfolio and job shadow project. The team consists of an English teacher, counselor, special education teacher, alternative career/English teacher, career specialists for Business Partnership program and Portfolio management. The vocational director also represents business education on the team. Work-based learning activities are developed with the help of the District's Business Partnership program and Vocational Advisory Committees. The community has been informed about the School To Work transition through open forums, open houses and presentations to the Chamber of Commerce. Woodland intends to evaluate its program at the end of each month. The outcomes it hopes to achieve include establishing portfolios for all students, growth in the number of employers in the Business Partnership and number of job shadowing sites, development of career pathways and two school-work connecting activities for each grade level. Woodland has Tech Prep articulation agreements with both Lower Columbia College and Clark College in business education and office administration, horticulture and welding.

A Career Consultant hired through the Clark County Skills Center/Evergreen School District School to Work funding has worked with Woodland counselors from both the middle and high school and conducted a teacher inservice on implementing the career portfolio. The Consultant works with Woodland's middle school students one day each week during the first semester and is teaching a Discovery class to eighth graders second semester; the District hopes to expand services to its high school students for the future. A Career Specialist was hired for each of the following tasks: Business Partner Specialist (communicates with the business community, establishes job shadow sites and the speaker's bureau, executes and coordinates job shadows with students and business partners), and Portfolio

Specialist (communicates with the counseling office and teachers about Portfolio activities, helps with students assessments, maintains Portfolio files and provides sets of portfolio files to classroom teachers as requested.

KEYWORDS: applied academics, career day, career inventory, career path, competencies, curriculum integration, job shadowing, portfolio, staff development, Tech Prep

APPENDIX B
School-to-Work Coordinator's Evaluation

1. **How useful was the site visitation guide in allowing you to know what to expect and to line up people and schedules for interviewing?**
   Circle one: Very Useful **8** Somewhat Useful **2** Not Useful

- Scheduling was difficult, because we weren't given much lead time.
- The material was very detailed and asked for specific people to visit.

2. **What additional information, if any, would have been helpful?**

- Site visitors: exact peoples names and how many--as I kept calling; decisions were not made for sure until very close to the visitation. Its hard to plan interviews and schedules.
- Time needed for interviewing people.
- The problem I experienced was that I did not have enough lead-time to make all the arrangements necessary.
- More time to make arrangements. It was also difficult to lose 2 days of working time.
- How many people actively wanted to talk to--we could have scheduled less people if we had know time restrictions.
- Comparison of strengths/weakness with other districts in executive summary form--using charts, graphs, etc.--more thorough review of the printed material prepared for the team.
- The biggest problem was time, too many people to see in a short time. The interviews went longer than expected. It would have been helpful to know how many evaluators were coming.
- Who was visiting and their background.

3. **Approximately how much time did it take you and or other staff to set up the evaluation site visit process?**

- 3 days
- Approximately 10 hours--putting data together in notebooks.
- Two weeks
- I only had about ten working days to make all of the arrangements. I think I could have gotten much better community and parent representation with more lead time.
- 2-3 hours
- 2 days
- Several hours of several people in various roles.
- Approximately a week.
- Eight hours of planning, calling and coordinating times and places was spent. Next time will be easier.

- Two plan days which covered parents, business and other scheduled appointments.

4. Were there any other important things you feel the team should have seen or done during its two days on site?

- More off-campus visitations to work-based site training stations. Perhaps more than one focus group of students.
- Downtown business community--regular parents and people.
- I feel the subject areas were a good broad base of representation. This type of program is very complex in regards to coordination of the multiple aspects.
- I felt we gave them a very accurate representation of what we were doing.
- On site visits in community--on job sites got started.
- More time with the prepared materials and time spent with the School-to-Work council at the close of the evaluation.
- I believe it would have helped to interview small groups of teachers. We dwelt more on the community.
- We ran them through as much as possible given their time on task. I think they got a task of all aspects.

5. How useful do you feel it was for NWREL to have involved evaluation team members(educators, labor and business) from outside its organization?

Very Useful **8** Somewhat Useful **2** Not Useful

- Market School-to-Work in the school district--both internal and external; staff development is integral to initiating change.
- Individuals have "agendas" --they are usually based on their background. It gives perspective but "systems" people and planners of school curriculum could perhaps give more suggestions. Teachers tend to go to their subject area and are looking for individual items, not seeing the whole picture.
- Using different team members give a different viewpoint and gave the official evaluator someone to compare information with.

6. Although the primary purpose of the visits was to gather data for a statewide evaluation, do you feel you got some useful insights or feedback from the site visit team? Yes **10** No

If yes, please give a few examples of useful feedback.

- Reinforced issues that we have realized need improving. An outside agreement gives more "clout" to the needed opportunity for change.
- Questions from team members made our district people aware of possible gaps.
- Ideas were shared about what other districts were doing for their School-to-Work projects.
- It was fun to hear their comments and the serious questions we fail to ask of ourselves at times. I realized how important it is to collect numbers and data in the future.

- We needed to know how we stacked up against other programs. Somebody with distance from programs to validate our efforts. Also insights given on needs for improvement were helpful.
- The feedback for a more organized work-based component became a new goal to address that need. We are in the process of organizing a cooperative work experience/job development team consisting of a co-op coordinator, PIC job developer, md School-to-Work coordinator.
- We now have a better vision of how to incorporate STW within our school. The initial response from staff was defensive but the lines of communication have opened and we're moving ahead.
- Outside viewpoint regarding student comments about the program and what teachers told them during their visitations.

7. **Do you feel the final site abstract and the visit report were accurate?**
   Yes 9 No 1

- Need to be careful not to let one or two from an interview format--set the standard. For example "all" teachers may not feel the same as one or two.
- Same small errors on which building were involved.
- First draft was not accurate, but final report was.
- It recognized some activities as being accomplished when in fact they were still under development. Some program concerns were also in progress with prepared information to support it.
- We appreciated our evaluator going over the abstract with us before the final was published.

8. **Overall, what do you feel were the strengths of the NWREL evaluation site study?**

- Independent evaluators that were familiar with School-to-Work models.
- Brought to attention the School-to-Work importance; looked at all program areas--not just vocational, made suggestions for all involved; the NWREL has status--what you say matters.
- Outside agency and even out of state.
- That is provided the legislature with some concrete data to base their funding decisions on. It is also good resource data for the expansion of programs across the state.
- Good reflection time. Able to see our program as a whole.
- It gave a good general overall picture.
- Validation of efforts.
- The time spent with the employees and students was very useful. Some of the program concerns became action items.
- Even though it was hard on our school staff initially many changes have occurred. The honest, up-front insight helped us see our weaknesses. We also were praised for

our accomplishments and suggested ways to take our strengths and use them to overcome our weaknesses. Concrete suggestions for improvement and growth were given. Because integration between school and community is difficult the evaluation gave our staff ideas of how to integrate. Lines of communication were opened and now we continue to have a combined vision for our school.

- Organized--had a purpose--as always Larry leads his team with an objective in mind. He made sure that his team looked at a variety of activities and asked good questions.

9. In what ways could the site study have been improved?

- At least a two-week lead time to organize for the evaluation.
- Pretty intense for site team. They seemed "frazzled" or on overload. So much to see and take in, plus each had their own agenda--focused on those areas.
- If integration is to be a focus, then academic teachers and programs need to be assessed more completely.
- I thought they were well planned, the pre-visit information was helpful, the scheduling was an asset, and the visitors were very flexible and considerate. Once again my only request would be a larger lead time.
- More time to complete scheduling, reports, etc.; maybe just one day visit
- In just one case, one of our evaluators focused on our main goal which was MS Career Guidance. He only reported on one school site and that career facilitator; he didn't quite give the total county wide picture--but there was a lot to cover so it's understandable.
- Needed more time on site. More informal talk times scheduled, i.e. faculty room.
- We would have liked to have seen more time spent with the prepared materials. These were the foundation pieces to our program. Program concerns could have had recommended actions in more detail in some cases.

10. Do you feel site visits should be part of future year evaluations of School-to-Work ? Yes **10** No
Why?

- Integral in providing feedback to the effectiveness of our efforts.
- Keeps school districts on task--gives feedback and is an outside agency taking a look at the "FOREST." Suggestion: mail results to superintendents office as well as School-to-Work coordinators.
- It provides a instrument for growth.
- They are both evaluative and informative. It helps to define the program base and then provides a platform from which we can expand. There are many program areas that are working well and this should be shared statewide. There are also many opportunities for expansion and the NWREL site visits are a springboard for continued growth.
- To share information with others and to hold School-to-Work program accountable.
- It helps us focus and evaluate how we're doing ourselves.

- Objective assessment from outside program people and students allowed to be uninhibited in comments.
- It was a worthwhile experience both through the preparation of the materials and the time spent with the evaluation team.
- We always need an outside view of our educational process. By being evaluated suggestions can be shared from individuals who have viewed many sites. Evaluators can share the many good ideas from a variety of schools and help many school districts integrate them into their school systems.
- It keeps everyone on task and allows for improvement.

APPENDIX C
Site Team Member Evaluation

1. **How useful to you was the information you received from NWREL prior to the site visit?** Very Useful **17** Somewhat Useful **3** Not Useful

- I received the packet the day before the site visit. One week in advance would have allowed me to go through the information and be better prepared.
- Good overview, good questions to ask.

2. **Were there other types of information you would have liked to receive in advance?** Yes **7** No **12**
If yes, what information?

- The package from Goldendale High School came after I had left. The information was good though.
- Map to motel and school (site)
- Adequate notice that the date, the time and the place of the site-visit briefing had changed.
- A history of the site and pertinent information about the program.
- District statistics, an outline of total program.
- Size of community, length of time vocational educational staff had been involved with project (we had a new teacher who was not sure of involvement with Tech Prep).
- It would have been helpful to know what the "model" School-to-Work could look like. We did not have the benefit of reading, evaluating each site proposal and progress as it relates to state goals.

3. **Do you feel your time was used productively on the site visit?** Yes **20** No
If no how could your time have been better used?

- It was almost overwhelming--every minute was used.
- Very informative, less dog and pony show by the district, more real district experiences.
- Visit and interview non-vocational staff more.
- Larry, did a great job of organization.
- Had we had more time before the interviews to become familiar with the program, the interviews could have been more productive.
- However, more time should have been spent talking with community members and students.

4. **Were there any other important things you feel the team should have seen or done during its two days on site?**

- Camas was very organized with interviews set up with appropriate individuals and groups.
- Some thought might be given to organizing business representative time a bit differently . . . perhaps categorize such as school, industry, retail, service, government. It's so much at once, to someone unfamiliar it might seem chaotic.
- No, it was very busy.
- Maybe more contact/discussion with community members/parents.
- More time spent informally with teachers and students--less carved presentations.
- We did not have the opportunity to learn how district administrators were planning to integrate best practices into business as usual.
- Yes, should have had more contact with Native American population on the reservation.

5. **How useful do you feel it was for NWREL to have involved evaluation team members (educators, labor and business) from outside its organization?**
   Very Useful **18** Somewhat Useful **1** Not Useful

- It gave a broader perspective to the evaluation process. We each contributed from our "specialty" view point.
- I valued being asked--personally, it helped my gain additional perspectives on School-to-Work opportunities. If part of your goal was to educate as well as to provide external perspectives, it was very useful.
- Gave a broader outlook.
- The three person team with two "outsiders" was excellent.
- Different perspectives were very helpful.

6. **Overall, what do you feel were the strengths of the NWREL evaluation site study?**

- The ability to visit with members of the community who were "involved" in the long range plans for the school. To be able to visit classrooms and talk with students and faculty freely.
- As a school with a School-to-Work grant and wishing to apply again the information from Camas and the final report were very useful.
- Presented an up-close, slice-of-time involvement with School-to-Work sites, demonstrating the breadth, the challenges, the opportunities and the need for maintaining and increasing these programs.
- The one on one contact with educators, administrators, board members and school students.
- An opportunity for all constituents of the School-to-Work site to express their opinions to an objective party.
- Diverse in representation and thorough in process.
- More objective look at individual sites with summary of information and feedback given to site participants.

- Comprehensive, professional, organized, clearly tied to the objective of the evaluation and of the School-to-Work Transition program.
- Knowledge of state law--team members were great to work with.
- The group of people who did the study!
- Getting to the "front lines" where the real work of a project takes place.
- Diverse evaluators studying their own areas of strength.
- I commend Francie for her attention to detail and focus on students. The student and community perspectives were very important to me.
- Detailed questions, personnel highly qualified.
- It provides for a pragmatic, multi-discipline and multi-perspective review.
- Using different evaluators from different backgrounds and locations.
- Looking at Bethel from the vantage point of lab, administrative and vocational interests.
- Receiving information regarding the program before the site evaluation was very helpful. The diversity of the team, especially the labor representative, was excellent.
- Organization

7. **In what ways could the site study have been improved?**

- It was unfortunate that the business individual I spoke with was not a member of their advisory committee nor did he have a good "feel" for School-to-Work. I did gain insight into the community, but wished I could have gotten better feedback from him about School-to-Work.
- Maybe work on the questions that evaluators asked.
- Business representatives would need more preparation and assistance. The form was difficult to handle. Work based appointments with supervisors would have helped.
- More time. There was just too much rush for the team to do the on-site evaluations, coupled with the fact we were one member short (no show).
- Timelines were too tight. Allow more time for interviews with students and staff.
- 3 days instead of 2. 1/2 day set up and preparation of participants, 1/2 day debrief and summarize. 2 days made very early and very late long days--I loose efficiency.
- Consider more investigation of "connections" with other reform initiatives--e.g. Tech Prep, Commission on Student Learning, etc.
- More time with school staff--less time with district personnel.
- More time for debriefing.
- A broader scope of people. Random selection of students, parents.
- A more "user friendly" evaluation tool. It was lengthy and I needed to pull from it my own questions. Also no indication was given as to the amount of additional time needed to write my own report (about 5 hours).
- We needed a clearer, simpler overview of objectives.
- Time was used well--may fewer people to interview so more time could be with each person.
- Adding one more day to provide some more team on-site review time and some schedule flexibility.

- There was no standard to compare their efforts with other similar efforts.
- The interviews were conducted in the presence of administrators. I think it would have been better if they could have been private, both student and staff interviews.
- I'm not sure. I would have liked to have been more involved in a site that includes middle school students.

8. What do you feel were your special contributions to the site review team?

- To be able to give my perspectives from a community college point of view.
- Feedback to school.
- As a NWREL employee, I was asked to serve to fill the business representative hole. By happenstance I was part owner of a $15-20 million business within the past few years, therefore bringing a business perspective to the team.
- As a member of our school's School-to-Work committee, I had firsthand knowledge from a school perspective and was able to ask relevant questions. Took good notes.
- Educators/Principal's perspective.
- Helped identify and share.
- Knowledge of Tech Prep, secondary vocational education, School-to-Work.
- I am a vocational teacher and counselor and feel I was able to provide that perspective.
- Teacher's perspective.
- The background of my teaching experiences, 20 years and multiple areas.
- Looking at the School-to-Work system from a Tech Prep viewpoint.
- Being the only educator I believe I could add balance and perspective to their experiences.
- Tech Prep perspective; good listener; skills in synthesizing information.
- I'm able to make people feel comfortable when questioning them. I'm a good listener. I have first hand experience in School-to-Work.
- I brought a sense of business/industry interest and issues as well as an understanding about the site.
- Experience with a Tech Prep consortium attempting to change schools.
- I brought the vantage point, and experience as a school administrator.
- An objective point of view from a school counselor.

9. Do you feel site visits should be part of future year evaluations of School-to-Work ? Yes 20 No
Why?

- One has to see what is happening at the site instead of a report from the school itself. Site visits help validate what they are doing "right" and where improvements can be made.
- The feedback is valuable.

- Nothing can replace "being there." There are significant two-way opportunities and benefits to having business people involved. However, from my experience only, this needs to be worked on to be effective.
- It's an opportunity for the site to get critical feedback and affirmation about their program. It is also a great opportunity for those participating in the evaluation to get an in-depth look at how School-to-Work's are functioning.
- You can't manage what you do not measure!
- In order to evaluate progress from a non-biased perspective.
- Most certainly.
- Site visits are essential to observing implementation of the local level.
- The more help we can give each other to be better at what we do, the more successful we'll be across the board.
- It provides first hand experience and perspective that could never be learned from a written report.
- Good way to find promising practices, compare failures and successes.
- Multi-discipline teams (when trained and prepared) will provide better quality results!
- It is critical to actually see what is being done to determine what are the best practices.
- Absolutely.
- There are certain things which cannot be transferred to a report. It is difficult to convey a feeling of enthusiasm or excitement about a program by filling in the blanks (or for that matter, the opposite). This is a vital part of any new/different program.
- Third party reviews, objectivity, views of a variety of specialized fields.

10. What were the benefits to you for participating?

- I was able to get a much better understanding of School-to-Work and how a community can be involved. It also gave me ideas on how to work with the community in my area.
- The report from Camas and the whole NWREL Legislative Report. Information is really interesting.
- Reinforced my belief in School-to-Work--I was already a strong supporter.
- Hearing firsthand from students just what each one wants to do with their future.
- I appreciated examining another School-to-Work program using the NWREL criteria. It has helped me to critically examine our program and suggest long range improvements.
- I learned a great deal about another high school and district.
- It allowed me to look at another program objectively and gain insight to bring back to my school district for School-to-Work improvement.
- Understanding of what's really happening at the local level . . . a connection between policy and program.
- Provided bench marks for our school to judge where we were at in comparison to the rest of the state.
- Information for my own School-to-Work team.
- Getting to see another view of School-to-Work in a small community.

- Learning about different approaches to development and implementation of projects.
- I was able to visit some high schools that are doing things I'd like to implement at my school plus I was able to share the great things about my school with others.
- Understood Issaquah district and its community a lot better.
- Seeing effective practices, being able to communicate with other School-to-Work persons.
- A chance to help with an important process and to gain additional practical experience.
- It was enlightening to see how an individual school district set up their own School-to-Work effort. It reinforced how much more coordination it will take to integrate academic and technical/vocational education and similar programs like Tech Prep and School-to-Work. I was surprised that Tech Prep was not a featured part of School-to-Work.
- Gained knowledge of what Bethel and other districts were doing.
- It was a real learning experience for me in the area of School-to-Work programs. A special interest of mine.
- Saw other programs. I would have benefited more from a middle school program.

11. Do you feel the benefits outweighed the cost of your time away from your job?
Yes **19** No **1**

- However, if I were still involved in my other business there would be no way I could afford this much time away.
- This was a great experience for me!

12. What were the major insights you got from participating on the site visit team?

- Goldendale is not any more different from other communities in terms of expectations of their youth. Their expectations in terms of the "basics" validated local industry needs and the frustrations felt by many of our youth.
- That School-to-Work is still misunderstood by the educational community and the business community. How do districts implement School-to-Work in remote isolated areas or communities that have a very small business base.
- I have deep concerns about the way that education and business bash each other in private. Both do it. Vicious. How wonderful teachers can be (I knew that, but it refreshed my memory). How badly School-to-Work is needed, and the positive difference it can make across the board, socially and economically.
- That schools need to market their Pathways program to students. That the work-based experiences need to be tied into the classroom somehow. That faculty needs exposure and inservice time for career related information. Business and schools really need to develop a dialogue.
- Better understanding about the scope of "School-to-Work."
- I was able to see how to put pieces into our School-to-Work program that we have been struggling with and identified components we had in place that were valuable.
- It takes lots of time to fully implement a reform initiative.

- This is an ongoing continuous process. In order for schools to succeed they must constantly revisit existing programs in order to refine and improve.
- Interesting to hear "administrator talk" as compared to "teacher talk" on different issues; new ideas for my school.
- Small community life, small school operations.
- That School-to-Work is seen more as a program than a system and that components of systems or programs are often not related to the bigger picture of school reform.
- There are great programs across the state, nothing happens overnight.
- Some struggles in establishing strong partnerships between school and the community. There were pockets of School-to-Work activities, but difficult to see the overall perspective--e.g. priority for schools, strong interest in activities at the middle school level.
- Seeing how community people want to be part of education of children. Educators are very defensive--have strong ownership, hard for them to release.
- There are critical systemic and site-specific issues that need "fixing" . . . committed people working at teams with focus can make the "right" fixes.
- We need to communicate, cooperate and coordinate on reform efforts more.
- Working with team, vision of Bethel and how it was turned into practice.
- The way in which real work-a-day people can contribute to the education of children, and the value of partnerships.
- How important School-to-Work is for all students.

13. How have you used the information or insights obtained from your participation on the team?

- When I have worked with my advisory committee, with our Tech Prep Steering Committee, and with my colleagues. I have used this information to indicate that local needs are not different elseplace and that our students can benefit from School-to-Work or career pathways.
- Haven't had too much opportunity. Will begin in the fall. We have in our building formed an advisory committee for School-to-Work. Have developed a rough plan to begin next year.
- I talk about it outside of my NWREL setting (helps me to "feel" School-to-Work in my NWREL job).
- As a member of the WSLC Education and Training committee, I gave a report to committee members regarding my site visit to Wenatchee School District.
- I actively sought the opportunity to visit Camas because they are a site that is very similar to ours. Our school was interested in their pathways program, Advisor/Advisee, Senior Project, Job Acquisition skills class. We invited Camas staff to present to our staff. We are incorporating some of their ideas into our long-range planning.
- In reflection about how to lead my own school site.
- Shared with administrative team, community goal-setting committee, staff and students.

- Shared with other agency staff and peers from other agencies.
- Yes, as a representation to building a School-to-Work team.
- Shared with my building School-to-Work team.
- We re-evaluated our career paths after looking at Goldendale's.
- Emphasizing the fact the School-to-Work is a system not a program.
- Taking a stronger look at what is or should be happening in my building and district.
- Used examples of best practices (student-run technician service to illustrate what is possible).
- I have been able to see positive traits of our program. I've been able to relate new ways to our staff. I see that career pathways with portfolios have some strong aids to assist education.
- Translated assessment process for use in business setting to measure progress and improve results.
- Discussion at state meetings with other programs and other Tech Prep coordinators.
- I have shared with other school administrators and board members.
- I have shared programs with my administrators.

14. Have you shared these insights with others yet? Yes **20** No
If yes, with what types of people?

- Business people (a White House Small Business conference, for instance), politicians, journalists.
- Members with children in the K-12 system.
- Curriculum Director, Principal, and Vice Principal, Vocational Director, Vocation and Academic Teachers and School-to-Work committee; also counselors.
- Other administrators and teaching staff.
- Administrators, teachers, parents.
- Our community, staff, and vocational staff.
- Administrators, faculty and staff.
- Teachers, administrators, advisory board.
- Many community people, administrators, some teachers and school counselors.
- Co-workers and business leaders . . . also educational team members (school districts and special project work).
- State School-to-Work, state Tech Prep OSPI offices and state Tech Prep coordinators/directors.
- Report to the members of the Washington State Board of Education.

15. Would you be interested in serving on a NWREL site visit team in the future if the opportunity arose?
Yes 19 No 1

- I would appreciate the opportunity, however being the only person in our Spokane office, time would not allow me to do so.
- Definitely! Please call me. NWREL does a first class job!

- Sure, if I can fit it into my schedule.
- I am interested in School-to-Work site visits to schools that have programs for specials populations (SBD, LD, Health Impaired, etc.)